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ABSTRACT

This parenthood education curriculum is organized into eight units designed for use in approximately 8 weeks of instruction. Each unit includes the following: an overview, an introductory focus question, a lesson synopsis, basic concepts, lesson objectives, a brief review of basic information, materials, equipment, and advance preparation needed, lesson plan (with activities, handouts, and transparency masters), and a reference list. The units cover the following topics: parenting that enriches lives; caring as a person and as a parent; providing a positive for development---conception to 1 year; providing a positive environment for development---1 year to 18 years; language, communication, and socialization; families--structures and stressors; challenges of teen parenting; and the total picture. The units are suitable for use in integrated parenthood education, language arts, and consumer education courses. (KC)

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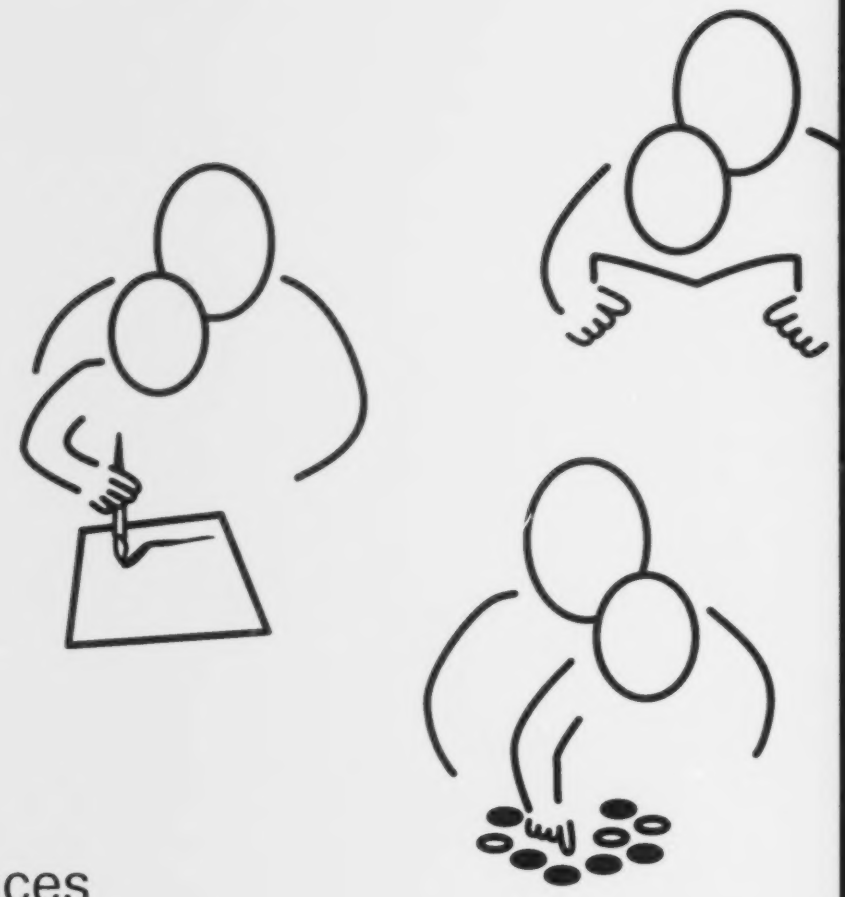

A Family and Consumer Sciences and Language Arts Partnership

CE 070 842

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The Parenting Curriculum: A Family and Consumer Sciences and Language Arts Partnership

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THE PARENTING CURRICULUM
RATIONALE and INTRODUCTORY MATERIALS

Introduction

In all generations and across all cultures, many people become parents. Until recently, however, preparation for being a parent occurred as a result of informal means such as modeling one's parenting after the behavior of one's own parents or through observation of other adults in a community as they perform in the parenting role. This informal socialization into parenting has more recently been supplemented by formal parenting education programs. Formal parenting education programs provide knowledge to use in making effective decisions as parents and in performing parental responsibilities effectively. Parenting roles are played by many people in a society including those who are not parents.

Why is there a need for parenting education? Education is important for organizing and applying content in any subject matter area. In the United States people participate in education programs to learn to perform such tasks as drive automobiles, write checks, and swim. Education programs also help people in being more effective in their parenting responsibilities. Parenting education supports the development of strong families. In an increasingly complex society, people find themselves in parenting roles, even when they are not the biological or adoptive parents. Learning about parenting, therefore, becomes everyone's responsibility because people interact with children. They interact in many different settings with children regardless of whether they are parents themselves. These settings include the local shopping mall, an airplane terminal, a grocery store, or the neighborhood. People may carry out parenting roles as grandparents, aunts, uncles, cousins, friends, neighbors, teachers, or in the workplace.

Another reason for encouraging people to participate in a parenting education program is a preventive one. The importance of the preventive role in parenting education has increased as society has become more complex. People today are faced with new and more complex problems in their parenting roles. Increased divorce and remarriage, the emergence of more diverse family structures, child abuse and neglect, and increased incidence of parenthood by teenagers all serve as indicators of the need for parenting education (Brock, Oertwein, & Coufal, 1993). Births to unmarried adolescents as a proportion of all births represent major causes for concern. While most teens do not become pregnant, and the figures do not show a sudden epidemic of teen pregnancies, adolescent parenting is associated with low birth weight, poverty, child abuse and neglect, and lack of ability to provide a nurturing environment (Iowa Kids Count, 1993).

In 1979 adolescents gave birth to one-fifth of the nation's children and a large proportion of these adolescents planned to keep and raise their children (Mensah, Schultz, & Hughes, 1983). This trend has continued. In 1986, 470,000 of the more than one million pregnant adolescents gave birth to their babies, and 96 percent of these mothers chose to keep their babies (Kelly, 1988). More recent statistics show that in Iowa, one in twelve infants is born to an unmarried teen (8.0%), a figure which has risen by 67% since the 1982 rate of 4.8%, and 116% since the 1970 rate of 3.7% (Iowa Kids Count, 1993). While these figures do not reflect a sudden change in the behavior of teens, they do show a greater relative burden placed upon society, with a greater proportion of the infants being born to families less equipped to provide them with safe and nurturing homes.

Child abuse remains to be an area of concern for many people. There have been year to year variations in cases of child abuse. In Iowa, trends have been upwards in the last eleven years. In 1992, there were 7,930 cases of child abuse, representing 11 cases out of 1,000 children. Although this was below the national average of 20.4 cases per 1,000

children, cases of abuse in Iowa have more than doubled since 1982 (Iowa Kids Count, 1993).

The public and legislators also recognize the importance of parenting education. In 1976, the U.S. Congress enacted Public Law 94-482 mandating the inclusion of family living, parenthood education, child development, and guidance in vocational consumer and home making programs (Mensah, Schultz, & Hughes, 1983).. In many cases, school-age parents are not physically, psychologically, emotionally, or economically ready to assume the responsibilities of parenthood. One way to assure quality care of children born to young people is to provide parent education. Secondary schools present a useful opportunity for parent education because this is the level at which family and consumer sciences courses are offered. Parent education can provide teenagers with knowledge upon which to make effective decisions and experiences upon which they can reflect enabling them to be more effective in their parenting roles in the future. Parenting education can also prepare people for careers related to child care.

Another concern that exists today is that individuals need a variety of skills to survive in an increasingly complex society. Among the skills needed by people today are language skills. Many individuals do not possess the skills required for basic literacy. The ability to use oral and written information is essential for success of individuals in the workplace and in society. Teachers of all subjects must take leadership in preparing their students with language skills for better functioning in society.

New program directions in vocational education are being guided by various legislative measures. Numerous reports have focused on improving schools in the United States. In the widely disseminated A Nation At Risk: The Imperative For Educational Reform (1983), recommendations were made regarding the inclusion of basic skills (English, mathematics, science, and social studies) in all areas of the school curriculum. The Carl D. Perkins Act of 1984 made funding available for strengthening academic foundations of vocational education. Amendments to the Perkins Act in 1990 provided funding specifically for integrating academic and vocational education (Wilcox, 1991).

In keeping with these program directions, the Iowa Department of Education and Iowa State University funded a two-year project to develop a curriculum focused on integrating parenting and language arts skills. This curriculum is the outcome of that project.

Description of project

Initial funding for The Parenting Curriculum project was received in the fall of 1993. After preliminary plans were developed for the curriculum, an advisory committee was formed to provide input. Needs for such a curriculum in Iowa were assessed through an extensive review of the literature, feedback from the advisory committee members, and a formal survey of family and consumer sciences teachers in the secondary schools. The curriculum based upon the needs identified was developed during the spring and summer semesters of 1994. The preliminary curriculum was field tested with nine teachers in the fall of 1994. The field test sites were selected so there would be representation from small rural schools, medium-sized schools located in small cities, and large metropolitan schools. Project staff communicated regularly with the field-test teachers and visited the schools to observe the implementation of the curriculum. The field notes and the evaluations from the teachers contributed information useful in the revision process.

In June of 1995 the revised curriculum in draft form was presented at a two-day workshop attended by 54 teachers. The curriculum was also inroduced to 40 additional teachers at the Family and Consumer Sciences Unified Conference. Comments and evaluations

received from these two groups were taken into consideration as the final editing of the curriculum occurred in preparation for the August 1995 distribution date.

Models for curriculum integration

Many models for the integration of vocational and academic course content were identified through the literature review. The project staff carefully reviewed these models and summarized them using the following four terms: infusion model, collaboration model, application model, and institutional restructuring model. Integration is accomplished in each of these models; teachers are encouraged to use the approach that is best suited to their school situations. Integration ranges from application of concepts from an academic area in a lesson to working together with other teachers as a team. The field test results indicated that there is no one method to recommend in Iowa. There is integration occuring in the schools; some schools are totally integrated with courses taught by teams of teachers and there are examples of schools where attempts to integrate are just beginning.

A brief summary of four approaches to integration follows. In the **infusion model** more academic content is incorporated into vocational courses and academic courses are made more vocationally relevant. The courses are taught by teachers prepared in the respective subject areas.

In the **collaboration model** academic instructors cooperate with vocational instructors in curriculum development and/or teaching to include more academic content in vocational courses and more vocational content in academic courses. Teacher collaboration can vary from consultation to planning and teaching courses together and to aligning both the academic and vocational courses. The crucial element in this approach is that the academic and vocational teachers collaborate in modifying the programs slightly.

The focus of the **application model** is on using real life experiences to teach both academic and vocational skills. There is no preference nor distinction between academic or vocational subjects. This approach has a continuum which may range from having students do application types of projects to no specific subjects identified.

Major institutional adjustments are made to faciitate integration of subjects in the **institutional restructuring model.** The Academy or school-within-school is an example of this model. In some examples special schools are established such as magnet schools or alternative schools in order to integrate without the barriers that exist in traditional schools such as time schedules.

Approaches to integration vary considerably and range from marginal changes in existing courses to thorough reforms reshaping an entire school. Family and consumer sciences is an integrative discipline in itself and should continue to be so, but it also is a subject intowhich academic skills are effectively integrated. Hall & Sproles (1987), however, point out that the basic or academic skills developed depend on the content being taught. Parenting provides relevant content for integration with and the development of language arts skills. This curriculum project in family and consumer sciences focused on the integration of parenting with language arts skills development.

For purposes of this curriculum a number of activities have been incorporated that require collaboration and cooperation between the language arts and family and consumer sciences teachers. These activities involve the students in the language arts skills of writing, reading, speaking, listening, viewing, and critical or reflective thinking. Ideally, the curriculum should be taught by a team of two teachers representing family and consumer sciences and language arts. The project's field test revealed that most schools in Iowa are not yet able to allocate two teachers to one course. If this is not possible, the teachers

should consult with one another in regard to the lessons.

CURRICULUM ORGANIZATION AND SUGGESTIONS FOR USE

The Parenting Curriculum is organized into eight units and is planned for an approximate time block of eight weeks. A goal of the project team was to make the curriculum as user-friendly as possible within the budget and time limitations. Each unit includes an overview informing the teacher of the major emphasis in the unit and the unit outcomes. The units are planned to be taught in a one-week time frame each. Some teachers may find that the curriculum may be used in a one-semester course. If all of the suggested activities are used, the eight-weeks could easily be extended. Teachers may also be interested in including additional content and activities as appropriate to the curriculum of the program in which they teach and their students.

Each lesson is introduced with a focus question. This question is followed by a lesson synopsis. The question and synopsis together will provide the teacher with a general idea of the lesson. Basic concepts and lesson objectives add to the introductory material. These are followed by a brief review of basic information that will provide background for the lesson. To assist teachers with their organization and preparation for teaching, each lesson has sections that identify material and equipment that are needed to teach the lesson and a list of the advance preparations that are necessary. The lesson development section includes introductory and other activities. The activities are explained thoroughly with the approximate time indicatedthat each activity should take. The time indications are based on the feedback received from the field test teachers and should be recognized as averages, some teachers needed longer and others less time than that identified. Master copies for each handout needed and each transparency are included. We have marked each master with the page number in the curriculum so that each could be replaced easily in the appropriate section. The page numbers are small and should not interfere with the duplication. At the end of each lesson a list of references is included to facilitate additional reading or research that teachers might desire to do.

Identification of state competencies and infusion areas

State competencies for Iowa programs in family and consumer sciences as listed in the Model Programs for Home Economics booklet developed by the Program Management Committee are marked with a star ★. Only the unit outcomes and lesson objectives are marked. The outcomes and objectives in this curriculum most closely represent those state competencies listed for family living and parenthood and child development; several, however, do relate to competencies listed for individual/family health. The wording is not exactly the same as that used in the program management booklet due to the unique emphasis in this curriculum on language arts skills; the basic intent or meaning of the statements are the same.

The state of Iowa infusion areas are marked in addition to the family and consumer sciences competencies. These marks appear in this curriculum next to the activities that relate to the infusion areas. The glossary of the infusion areas taken from the Iowa Model Programs for Home Economics booklet and the icon that this curriculum uses to identify it are listed below:

Career education: awareness of self in relation to others and the needs of society; exploration of employment opportunities and experience in personal decision-making; and experiences which willl help students to integrate work values and work skills into their lives.

Communication Skills: the primary medium of learning, the interaction of individual capacities, language functions, audiences, and communication modes of writing, reading, speaking, listening,viewing.

Global Education: an approach to learning which promotes greater understanding ofthe world as an interconnected aggregate of human and natural systems.

Higher Order Thinking Skills: an interactive system; actual experiences of thinking consisting of dynamic and fluid combinations of many different mental operations aimed at varied purposes and bases in knowledge and values.

Learning Skills: the appropriate employment of specificskills and behaviors leading to the successful accomplishment of simple to complex academic tasks.

Multicultural, Nonsexist Education: the planned curriculum and instruction which educates students about the cultural diversity of our society.

Technology: hardware, system, and/or network used to manipulate electronically.

Curriculum Enrichment Activity

The major activity recommended to demonstrate the value of this curriculum to others and to provide evidence of the integratiln focus is the development of a magazine or newsletter. This project is a culminating activity to which all the students involved in the parenting curriculum contribute.

Although this project does require extra work and time, the benefits may be well worth the time expenditure. Each student's work becomes part of a larger project and each student becomes a team player. Other teachers within the school are involved in the parenting class through the project and become more aware of the benefits of the curriculum. Through the distribution of the magazine or newsletter the public becomes informed of the importance of the content taught in the parenting curriculum.

Prior to the beginning of this project, the teacher should check with the school administration and staff for permission to use and the availability of school computers. Request time for consultation with the language arts teachers, a teacher of computer skills, the photography club supervisor, and the art teacher. The magazine project may be combined with assignments made by teachers of other classes; for instance, the magazine logo or masthead might be a student project in a computer or art class. The students in charge of photographing speakers and class activities and creating the cover photo may be members of the photography club. Layout can be done easily with computer software and the support of the computer teacher and art teacher.

Explain the project to the students at the beginning of the curriculum, discussing with them the magazine's purpose. Circulate copies of magazines such as "Parenting" so that the

students have an example and an idea to which they might refer and to assist them in their planning. Ask the students to brainstorm and create a list of personnel or staff required to develop such a magazine. Personnel titles may include editors, assistant editors, reporters, computer operators, graphic designers, an advice column writer, and advertising sales people. Discuss the various job responsibilities and job descriptions. Ask for volunteers for these positions. Pass around a sign up sheet. Each student will hold a position on the magazine's staff.

Brainstorm with students about ways to distribute their product. They may prefer to distribute copies to the entire student body at an assembly. An announcement, explanation of the project, and recognition of the students involved in the parenting class would be appropriate.

In the list of activities that follow are those that are included in the parenting curriculum with direct relationship to the major enrichment project:

Unit 1
Lesson 1
- Include the student's definitions of parenting and parenthood in the magazine.

Unit 2
Lesson 3
- Students interview one of their peers, an adult of their parent's age, and a person who has retired about their standards for behavior. See handout included in the lesson for interview format and questions which may be summarized into an article.

Lesson 4
- Include a job description for parents in the classified section of the magazine.

Unit 3
Lesson 1
- Interview students, teachers and members of the community for sources of support. Using the Yellow Pages of the telephone directory, call agencies that advertise giving pregnancy tests and support. Ask specifically about their services. Use this information as an article in the magazine.
- Select one or more of the Diamante poems to include in the magazine.
- Create a list of local agencies or programs that teach pregnancy and childbirth classes. Publish the list in the magazine or contact the programs to determine if they would work with a student to develop a promotional article or advertisement about their program. The student/s developing the article or advertisement could use clip art.

Lesson 3
- Write a research-based article on one of four topics. Refer to the handout "Assignment for the First Year of Life" included with the lesson.

Unit 4
Lesson 1
- Research a list of children's books. Include the list in the magazine or students might read and write short reviews of some of the books.

Lesson 3
- Include the students' Adolescent's Bill of Rights and Parent's Bill of Rights in the magazine.

Unit 6
Lesson 3
- Develop a school-wide survey. Analyze the data from completed surveys and draw conclusions. Publish the summary of the results in the magazine.

Unit 7
Lesson 2
- Interview teen parents for the magazine. Have camera with film and a photographer available to take pictures during the interview. Request permission of the speakers to take the photograph and to include their comments in the magazine.

Unit 8
Lesson 1
- Students summarize their final projects for inclusion as an article in the magazine.

Writing in a Journal
A journal is a record of events, observations, and reflections. It is often viewed as a record that is maintained on a daily basis. Keeping a journal is an effective teaching strategy.

Writing in journals is used as a strategy for student learning throughout the curriculum. It is an effective way for the student to personalize information presented in the classroom and develop deeper understanding of that information. It encourages thoughtful and reflective communication with oneself and helps develop self-understanding as the students search their own lives for feelings and answers.

Using questions that you, the teacher, provide, the learner will reflect on and write about personal life experiences related to the parenting concepts being developed in the lessons. The students will add information about their thoughts, opinions, and feelings related to those experiences. At the same time they are learning about parenting, the journal will help the students to practice and improve writing skills and the logical development of ideas.

To increase the effectiveness of writing in a journal and to make it an effective assignment, there must be clear agreement on and understanding of the guidelines. First, the teacher will read the journals periodically. Second, the journal is private and a highly confidential personal communication that uses self-examination as a learning medium. Since the journal is private, the teacher and the student must ensure that the information contained in the pages remains so. The teacher will never discuss the information in a student's journal without the permission of the writer. Third, if the information contained in the journal is of abusive activities or behavior experienced by the student, by law, the teacher (as a mandatory reporter) must report these abusive acts to the appropriate authorities.

Since the medium is written, the students use their skills in spelling, grammar, sentence and paragraph structure, and penmenship, and their abilities to express themselves through written words. These skills and abilities are not evaluated in journaling, however, because journaling is a highly personal form of reflection and self-communication. An example rubric is provided (p. 7) to use in evaluating the journals. Please note that the evaluation relates only to the degree to which the students answer the questions asked and express and suport their ideas.Teachers may use this example or create their own.

The writing in the journal activities encourage students to think about ideas and write down their thoughts. A positive outcome of journal writing is that once established as a useful habit, it often becomes a regular part of an individual's daily routine. The journal helps to create a personal history of an individual's life..

Breaking into small groups:
Lessons in the curriculum will occasionally require the use of small groups. Please divide the class into small groups so that each group has an equal representation of the class population. For example, each group should be as balanced as possible in terms of the following criteria: gender, ability levels, disabilities, and ethnic and socio-economic backgrounds. The students should ideally work in these same group assignments throughout the curriculum. If you find that members of a group have difficulty in working together or in completing assigned tasks, you may need to work with the group or make changes in the group membership. Students should be helped to understand, however, that part of the curriculum is devoted to understanding conflict and resolution. Hopefully they will practice what they learn by resolving any conficts within the group that may arise. The group work will assist the students in learning to be team members and to cooperate and collaborate.

Advance preparations:
The use of this curriculum will be facilitated if the teacher reads through it prior to beginning. To assist the teacher a list of advance preparations that must be made is included. The teacher may want to develop a calendar at the beginning of the curriculum on which the advance preparations necessary are recorded. This calendar will serve as a reminder to prepare for future lessons with sufficient lead time. Also to help with this organization is a block plan.

Evaluation:
The evaluation of student achievement throughout The Parenting Curriculum includes the use of authentic assessment. Rubrics are used to score students' performance on authentic tasks. Authentic assessment requires students to demonstrate their competence and knowledge by creating original answers and products. Authentic assessment goes beyond having "one" right answer. It is the evaluation of valued experiences of students rather than a means of measuring achievement.

Several characteristics distinguish authentic assessment from other forms of evaluation and assessment. These characteristics are listed below:

- Involves multiple criteria; assessment is more reliable because of agreed-upon standards and ideally the teacher has been prepared as an evaluator;
- Emphasizes student's learning without reliance on time constraints;
- Represents challenges within a given discipline; emphasizes realistic but fair evaluation; streses depth more than breadth;
- Uses the rubric, a multifaceted scoring system, instead of a single grade; self assessment becomes more central;
- Identifies strengths as well as areas needing improvement rather than relying on right and wrong answers;
- Minimizes the comparison of one student's evaluation with another.

Although authentic assessment activities are appropriate for evaluating many of the objectives outcomes stated in The Parenting Curriculum, they are not sufficient for evaluating the achievement of all the outcomes and objectives. Therefore, other techniques

and methods arerecommendedwhere appropriate. Teachers have the opportunity to add ideas for evaluation.

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Block Plan

Day of the Week Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**Unit 1** **Parenting That Enriches Lives** Lesson 1 What is Parenting?	Lesson 2 The Roles & Responsibilities of Parenting	Lesson 2 The Roles & Responsibilities of Parenting	Lesson 2 The Roles & Responsibilities of Parenting	**Unit 2** **Caring: As A Person... As A Parent** Lesson 1 Needs and Nurturing
Week 2	Lesson 2 Emotions	Lesson 3 'Good' Behavior	Lesson 4 Myths and Realities	**Unit 3** **Providing A Positive Environment for Development: Conception to One Year** Lesson 1 Pregnancy	Lesson 1 Pregnancy
Week 3	Lesson 1 Pregnancy	Lesson 1 Pregnancy	Lesson 2 The Newborn	Lesson 3 The First Year of Life	Lesson 4 Observing A Child
Week 4	**Unit 4** **Providing A Positive Environment for Development: One Year to Eighteen Years** Lesson 1 Ages 1-6	Lesson 1 Ages 1-6	Lesson 2 Ages 6-12	Lesson 3 Ages 12-18	Lesson 3 From Ages 12-18

Week 5	Lesson 4 The Parenting Experience	**Unit 5** **Language, Communication, and Socialization** Lesson 1 Language Development	Lesson 1 Language Development	Lesson 2 Positive Parenting	Lesson 3 Child Abuse in Iowa
Week 6	Lesson 4 Me, Myself, and Others	**Unit 6** **Families: Structures and Stressors** Lesson 1 Families	Lesson 2 Parent and Adolescent Development	Lesson 3 Conflict and Resolution	Lesson 3 Conflict and Resolution
Week 7	Lesson 4 Parents Are People, Too	**Unit 7** **Challenges of Teen Parenting** Lesson 1 Beating The Odds	Lesson 2 Living The Reality	Lesson 3 Readiness to Parent	**Unit 8** **You In a Parental Role** Lesson 1 Telling Others About Parenting
Week 8	Lesson 1 Telling Others About Parenting	Lesson 1 Telling Others About Parenting	Lesson 1 Telling Others About Parenting	Lesson 2 Drawing Some Conclusions	

Advance Preparations

Unit 1

Lesson 1

1. Make copies of the handout:
- "Your Journal"
2. From the master make a transparency:
- "Definitions of Parenting and Parenthood"
3. Flip chart
4. Marker for flip chart
5. Newsprint (1 sheet per student) or brown wrapping paper
6. Dark markers (1 per student)
7. 5" x 8" index cards (3-5 cards per student) or half sheets of paper cut vertically
8. Masking tape

Lesson 2

1. Clear transparencies, pen
2. Tape of *Cat's in the Cradle* or appropriate music related to the roles and responsibilities of parents
3. Magazines related to parents to be cut apart
4. Transparent tape
5. Scissors
6. Newsprint paper or brown wrapping paper
7. Make copies of the handouts:
- "United States Bill of Rights"
- "Universal Declaration of Human Rights"
- "A Child's Bill of Rights"
8. From the master make transparencies:
- "Cat's In The Cradle"(two pages)
- "Parenthood: Do You Want This Job?"
- "Community Unit School District No. 5."

Unit 2

Lesson 1

1. Obtain eight large pieces of newsprint or poster paper and write eight category titles on top for Activity 1
2. Scraps of paper for Activity 1
3. Make copies of the handouts:
- "Basic Human Needs"
- "A Measure of How Families are Doing"
- "Categories of Human Needs,"
- "Your Journal"
4. From the master make a transparency:
- "Categories of Human Needs"

Lesson 2

1. Make copies of the handouts:
- "The Feeling of Color"
- "Categories of Feeling Words"
- "Words That Express Emotions with Synonyms"
- "Could You Just Listen?"
- "Listen for Feelings"
- "Diamante" poem

2. From the master make a transparency:
- "The Feeling of Color"

Lesson 3

1. A class set of books containing the complete and unabridged Aesop's Fables (or one book that is shared).
2. Clear transparency sheets and pens of sufficient quantity for small group work

Lesson 4

1. Newsprint or poster paper
2. Scraps of paper for Activity 1
3. Telephone books
4. Make copies of the handout:
- "Teenage mothers: What do they really want?"
5. From the master make a transparency:
- "Myths and Realities"
6. Pamphlets describing the social services available to teen parents in the community or county

Unit 3

Lesson 1

1. Rent video "Look Who's Talking" with John Travolta and Kirstie Alley, 1989, or the alternate video: "Miracle of Life".
2. Make copies of the handouts:
- "Male Reproductive Organs"
- "Female Reproductive Organs"
- "Decision Matrix"
- "Family Choices"
- "Case Studies"
- "Three Stages of Prenatal Development"
- "Changes in a Woman's Body During Pregnancy"
- "Feelings of the Father"
3. From the master make a transparency:
- "Decision Matrix"
4. Borrow birth control methods from a health teacher, school nurse, or a "Contra-Kit" from Planned Parenthood
5. Fill a plastic bag with 8 pounds of flour.
6. Acquire a walnut in a shell or other object the same size (lump of clay or play dough, smooth rock)
7. Borrow or purchase life-size models of a developing embryo or fetus from Planned Parenthood, or the AEA.
8. Borrow colored charts showing development during pregnancy.

Lesson 2

1. Make copies of the handouts:
- "Viewing Guide"
- "Where Birth Goes On Forever," by Constance Egemo
2. Borrow the following items: disposable diaper, baby wipes, baby bottle, nipple, bottle liner, formula, onesie, newborn car seat, cradle, any additional items available relating to the supplies needed for a newborn. For the mother: nursing bra.
3. Borrow the following videos from your local curriculum resource center or your Area Education Agency (AEA). They are entitled: "Infant Development", "Infant Health Care", Dr. T. Berry Brazelton, (1987), Johnson & Johnson Company. Cue the "Infant Development" tape to the section *Your Newborn* (3:19), and the "Infant Health" tape to *Your Newborn* (2:22), then be prepared to fast forward to 14:23 for one minute of *Breast Feeding*, continue viewing the *Bottle Feeding* section.

4. Alternate series of videos available for duplication through AEA 11:
- "Child Development: Prenatal to Birth" (1993), Meridian Education, 13 minutes, call # 0061591 (lending only).
- "Child Development: Birth to One" (1990), Meridian Education, 20 minutes, call # 0018799.
- "Child Development: One to Three" (1990), Meridian Education, 20 minutes, call # 0018800.
- "Child Development: Three to Five" (1990), Meridian Education, 20 minutes, call #0018801.

5. Alternate series of videos: Touchpoints Videos starring Dr. T. Berry Brazelton, (1994).

Lesson 3

1. Make copies of the handout:
- "The Observation"

2. Borrow the video entitled "Infant Development" by Dr. T. Berry Brazelton, (1987), Johnson & Johnson Company; or alternate videos (see Lesson 2).
3. Borrow the following items for a child under one year old: car seat, baby food, baby cereal, clothing, diapers, toys, books
4. "**How These Babies Do Grow**" packets (one for each group)
5. Prizes for the winning group
6. Glue (glue sticks) for each group
7. Scissors for the class

Lesson 4

1. Rug or blanket for the floor, toys, book, snack for child
2. Beverage, chair for parents(s)
3. Camcorder with tape to record observation (use this tape for another later use)
4. Make copies of the handout:
- "The Observation"

5. Organize visit and observation with a student parent(s) and child one year old or younger (from the high school day care facility?)
6. Thank you note ready for the students' signatures
7. Camera with film to take picture of event for magazine

Unit 4

Lesson 1

1. Make copies of the handouts:
- "Erikson's Eight Stages "
- "The Parenting Experience"
- "Infants, Babies and Children"

2. Find and cut out magazine pictures of children in activities: reading, riding tricycles, bikes, hopping, skipping, jumping, playing with plastic bowls, stacking cups, folding towels, holding hands with a friend. playing together with a child, sitting on potty chair, learning to walk, crying and hanging onto a parent.
3. Bring to class items such as: tricycle, big wheel, children's books, crayons, things that will "nest" (bowls and measuring cups), ball. Items that will stimulate children's development.
4. Locate children's book(s) seasonal i.e., Halloween, winter, Valentine's Day, spring, animals, insects

Lesson 2

1. Make copies of the handout:
- "Erikson's Eight Stages"

Lesson 3

1. Make copies of the handout:

- "A Child's Bill of Rights" from Unit 1 Lesson 2
- "Erikson's Eight Stages"

Lesson 4

1. Borrow plays, TV scripts, poems, short stores and newspaper articles. (see Background for additional information)
2. Make copies of the handout:

- "The Parenting Experience"

Unit 5

Lesson 1

1. Construction paper, cardboard, crayons, fuzzy fabric, snaps, needle and thread, pens, glue, tape, yarn, magazines, scissors, etc.
2. Make copies of the handouts:

- "TalkTalkTalk!!!"
- "Evaluating Your Children's Book"

3. Create a sample book (or several for different ages of children)
4. Borrow current children's books-seasonal. (May be the same books used in Unit 4 Lesson 1 "Reading.")

Lesson 2

1. From the master make a transparency:

- "Positive Parenting"

Lesson 3

1. Make copies of the handouts:

- "Definitions of Child Abuse"
- "Types of Child Abuse & Neglect"

Lesson 4

1. Make copies of the handout:

- "Building Self Esteem"

2. A class set of buttons of diverse sizes, colors, shapes

OR

3. Pieces of colored ribbons, rick-rack and yarn

OR

4. Pieces of fruit

AND

5. Basket, bowl or box to use to hold either 1,2 or 3 above

Unit 6

Lesson 1

1. Order a copy of the cassette:

- "The Family: Theme for the United Nations International Year of the Family, 1994," words and music by Jacquelyn Reinach

2. From the master make a transparency:

- "Forming Our World"

3. Make copies of the handout:

- "The Family"

Lesson 2

1. From the master make transparencies:

- "Parental Transitions"
- "Adolescent Changes"

Lesson 3

1. From the master make a transparency:

- "Three Styles For Raising Children"

Lesson 4

1. Poster paper and felt pens for each group
2. Construction paper, felt pens, glue sticks, tape, stapler
3. Sheets of blank paper attached to yarn or string
4. Make a sample "Parent Hat"
5. Buy string or yarn for the balancing activity

Unit 7

Lesson 1

1. 3 x 5 cards for the class **OR** slips of paper
2. basket, box or bowl to hold statistical information
3. copy and cut apart statistical information of sufficient number for the class
4. make transparencies of handouts:

- "Needs"
- "Support Systems"

Lesson 2

1. Invite at least three teen parents (male and female) to speak informally to the class.
2. Copy letter of confirmation onto school letterhead, personalize it and send it to the speakers to confirm and prepare them for their presentation.

Lesson 3

1. School stationery for the class
2. Handouts from Lesson 1:

- "Needs"
- "Support Systems

3. Transparencies from Lesson 1:

- "Needs"
- "Support Systems

Unit 8

Lesson 2

1. 3 x 5 cards or pieces of paper
2. Rent the video "Mrs. Doubtfire" starring Robin Williams and Sally Field. Cue up video to 1142 count.
3. Rent the video "Steel Magnolias" starring Sally Field, Dolly Parton, Daryl Hannah, Olympia Dukakis and Julia Roberts. Cue up video to 1440 count.

Unit 1
Parenting That Enriches Lives

Unit Overview

In this unit students are introduced to parenting and parenthood. Questions such as the following are addressed: What is parenting? How does parenting differ from parenthood? What does it mean to be a parent? How can one be a good parent? Why is being a good parent so important? Can one learn through education to become a better parent? How can education prepare one for parenting?

Parents' responsibilities, childrens' rights, and reasons people choose to become parents are also discussed. There are two lessons in the unit that will take four periods to implement.

Unit Outcomes

At the end of the unit, students will

1. demonstrate an understanding of the parenting process;
2. describe the relationship of roles and responsibilities of parents to the rights of children;
3. ★ identify the characteristics associated with effective parenthood; and
4. ★ develop an appreciation of the responsibilities related to parenthood.

Unit 1
Parenting That Enriches Lives

Lesson 1: What Is Parenting?

Focus Questions
- What is parenting?
- What is parenthood?

Lesson Synopsis
The first part of the lesson is spent discussing the course content, the process of writing in a journal, and bulletin board preparation. Students define parenting and compare their definitions with one in the literature. The class revises their definition.

Basic Concepts
Parenting is interacting with children in various situations: extended family, friends, work, school, church.

Parenthood is being the guardian or birth parent and being responsible for the welfare of the child.

Objectives
At the conclusion of this lesson the students will
1. define parenting;
2. ★ describe the process of parenting using their own words; and
3. define parenthood.

Background Information
A parent has been defined in many ways. Several examples of definitions follow:

Who is a parent?
•*A parent is one who begets or brings forth offspring* (Merriam Webster's Collegiate Dictionary, 10th edition).

•*A parent is a guardian, or someone who is responsible for the welfare of a child* (Hildebrand, 1994).

The definition of parenting used in this curriculum describes the interactions all people have with children, whether the children are neighbors or extended family members. Preparation is required for this task. All people will not be parents, but all people interact with children. Knowing how to interact with children is important to their health and development. It is important to the health of our society. A child is the smallest member of our society, but a vital one for our future.

What is parenting?
Parenting means providing care, support, and love for a child in order to meet the child's needs (Hildebrand, 1994).

Parenting means loving and caring for children, helping them to grow (Brooks, 1991. p. xvii).

Material and Equipment Needs
1. Chalkboard
2. Overhead projector

Advance Preparations
1. Make copies of the handout,
   - "Your Journal"
2. From the master make a transparency,
   - "Definitions of Parenting and Parenthood"
3. Flip chart
4. Marker for flip chart
5. Newsprint (1 sheet per student) or brown wrapping paper
6. Dark markers (1 per student)
7. 5" x 8" index cards (3-5 cards per student) or half sheets of paper cut vertically
8. Masking tape

Lesson Development
Introductory Activity
(10 minutes)
1. Briefly introduce the unit. Discuss the course content, guidelines related to the journal assignments. and some general

information about the bulletin board. Distribute the journal assignment handout.

Activity 1

"What is a Parent?"
(15 minutes)
1. Ask the students to think about the word parent. Ask the students to write the words representing their feelings, thoughts, and images about a parent on the paper provided.
2. Divide the class into groups to share their lists.
3. Have each group share some of the thoughts, images, or feelings discussed in their small groups with the rest of the class.
4. Compile a list of the students' thoughts on the chalk board.

Activity 2

"Defining Parenting"
(20 minutes)
1. Ask each student to write his or her own definition of parenting on the newsprint provided.
- Criteria for presenting definitions:
  1. Use dark markers
  2. Limit definitions to eight words.
  3. Print in large letters (2 - 3" high).

2. Have the students tape their pieces of paper on the chalkboard or in another appropriate space.
3. Have all students participate in deciding what definitions are similar.
4. Invite two students to group together those definitions that are similar.
- What are the commonalities among the definitions in each group?

5. Label each group of definitions with a word that describes the commonalities.
6. Together with the students, develop one definition for parenting using the ideas grouped on the board.
7. Write this definition on a transparency for use with the overhead projector.
8. Read the definition out loud. Using a transparency for making notes, compare the students' definition with those written in the background information.
9. Place the transparency "Definitions of Parenting and Parenthood" on the overhead. Read the definitions aloud. Use the following questions for discussion:
- How are these definitions different? How are they similar?
- How do they differ from your definition of parenting?
- What changes would you now make in your definition, if any?

10. If any changes are necessary, revise the definition of parenting and parenthood.

Closing
(5 minutes)
Conclude the lesson by asking the students to summarize by stating what they learned.

Homework

Write in your journal responding to these questions:
1. Ask other people to describe what parenting and parenthood means to them:
- friends
- parents
- other adults

2. Write your responses to the following questions in your journal:
- How do these people describe parenting and parenthood?
- What are the main ideas about these two terms provided by the people you interviewed?
- How were their descriptions similar to what was discussed in class? How did they differ?
- Do you describe parenting and parenthood in the same way as these people? Why or why not?

Your Journal

Keeping a journal may be a new experience. A journal is essentially a record of your thoughts as compared to a diary, which is a record of events in your life. Your journal entries need to be made in an 8 1/2" X 11" spiral bound notebook. Please leave margins so that I can respond to your journal entries. Please date your entries and write the question or topic you are responding to at the top of your entry.

Journal entries are personal and private; therefore, all your journal entries are considered to be confidential. I will be reading your journal periodically. I will never talk about your journal entries with anyone else unless you have made an entry about an activity that I must report because of my responsibilities as a mandatory reporter of child abuse. I will be looking for entries that tell me you are answering the questions assigned following the lessons. I will not grade these for grammar or spelling. But I will be looking for thoughtful, complete entries on the topic assigned. When I have your journals, you are still expected to make entries on separate pieces of paper. These entries will be stapled in your journal after it is returned.

Assignment for What is Parenting (Lesson 1):
1. Ask other people to describe what parenting and parenthood means to them:
- friends
- parents
- other adults

2. Write your responses to the following questions in your journal:
- How do these people describe parenting and parenthood?
- What are the main ideas about these two terms provided by the people you interviewed?
- How were their descriptions similar to what was discussed in class? How did they differ?
- Do you describe parenting and parenthood in the same way as these people? Why or why not?

Assignment for The Roles and Responsibilities of Parenthood (Lesson 2).
Write your response to the following question in your journal.
- How has your understanding of the roles and responsibilities of parents changed as a result of this lesson?

Journal Entries Rubric
(10 points possible)

Your journal entries will be evaluated using the rubric below:

Performance Level **Criteria**	*Superior*	*Acceptable*	*Needs Improvement*	*Points Earned*	*Comments*
Questions	All questions are answered 5 points	Most questions are answered 3 points	Few questions are answered 1 point		
Ideas	All ideas are explained and supported with details 5 points	Most ideas are explained and supported with details 3 points	Few ideas are explained and supported with details 1 point		

Total Points Earned: _____ (10 possible)

Performance Level **Criteria**	*Superior*	*Acceptable*	*Needs Improvement*	*Points Earned*	*Comments*
Questions	All questions are answered 5 points	Most questions are answered 3 points	Few questions are answered 1 point		
Ideas	All ideas are explained and supported with details 5 points	Most ideas are explained and supported with details 3 points	Few ideas are explained and supported with details 1 point		

Total Points Earned: _____ (10 possible)

Definition of Parenting

Interacting with children in various situations and environments: extended family, friends, work, school, church.

Definition of Parenthood

Serving as the guardian or birth parent and being responsible for the welfare of a child.

Unit 1
Parenting That Enriches Lives

Lesson 2: The Roles and Responsibilities of Parenthood

Focus Question
- What are the roles and responsibilities associated with parenthood?
- What is involved in being a good parent?

Lesson Synopsis
Parents have the responsibility to ensure that children receive adequate love and care. There is no such thing as a perfect parent; however, it is useful to explore what it takes to be a competent or able parent. This lesson provides the students with the opportunity to explore and understand the roles and responsibilities associated with parenthood.

This lesson is divided into three parts and is suitable for teaching on three concurrent days.

Part 1
The students examine the Ten Original Amendments to the Bill of Rights from the **Constitution of the United States of America**, and the **Universal Declaration of Human Rights** from the United Nations; students state one right that they believe a child should have. They read "A Child's Bill of Rights" and compare their statements with those in these documents. The students develop a list of roles and responsibilities of parents based on the children's rights.

Part 2
After reviewing the roles and responsibilities of parents, the students develop a job description for a parent.

Part 3
The third day of the lesson is spent on creating a bulletin board.

Basic Concepts
The decision to parent is influenced by having knowledge of the roles and responsibilities associated with being a parent.

Being a parent is a lifelong process.

Objectives
Following this lesson the students will
1. ★ describe the roles and responsibilities of parents;
2. discuss the rights of children;
3. describe the parents' roles and responsibilities to protect the rights of their children.

Background Information
Being a parent is a long-term commitment involving legal and moral responsibilities and obligations. The roles and responsibilities of parents can be viewed in a framework that includes the following:
- Nurturer
- Teacher
- Role Model
- Provider

Nurturer
Children have emotional needs and require lots of love. Love helps them gain a sense of security. Security helps children develop self-esteem and self-confidence. Some practical activities that nurture children's development follow:
- Holding and cuddling
- Smiles, hugs and tender words
- A pat on the back

Teacher
Parents are the most effective teachers of their children. Children learn from their parents in very natural ways. Many personal habits such as eating and grooming are learned from parents. Parents also teach children how to behave

in various situations. They do this by modeling and by providing guidance as to appropriate and inappropriate behavior.

Parents also have the responsibility for encouraging their children's mental development; for example, by reading to them or encouraging them to read. Above all, parents can stress the importance of getting an education.

Role model
Parents serve as role models for their children to imitate. As a result, children reflect many attitudes and behaviors of their parents. By being good role models, parents can help children learn appropriate behavior.

Parents have the additional responsibility of helping their children develop values. Although parents can talk about different values, these are best taught by example.

Provider
Parents should expect to spend a large portion of their income on children. Some expenses can be planned for in advance. These expenses include food, clothing, toys, child care, regular medical care, schooling, transportation, and recreation. However, there are unexpected expenses that may emerge without notice. These may include costs of an unexpected illness or accident, or special counseling or tutoring.

During discussion the teacher may find that it would be helpful to have additional information about costs involved in the provider role. A teacher resource sheet, "Costs of Raising Children," has been included in this unit for this purpose.

Material and Equipment Needs

1. Chalkboard
2. Overhead projector
3. Cassette player
4. Wall or appropriate space for bulletin board

Advance Preparations:

1. Clear transparencies, pen
2. Tape of *Cat's in the Cradle* or appropriate music related to the roles and responsibilities of parents
3. Magazines related to parents that are suitable for cutting apart
4. Transparent tape
5. Scissors
6. Newsprint paper or brown wrapping paper
7. Make copies of the handouts:
   - "United States Bill of Rights"
   - "Universal Declaration of Human Rights"
   - "A Child's Bill of Rights"
8. From the master make transparencies:
   - "Cat's In The Cradle"(two pages)
   - "Parenthood: Do You Want This Job?"
   - "Community Unit School District No. 5."

Part 1

Lesson Development

Introductory Activity
"Cat's In The Cradle"
(10 minutes)
The teacher may choose to have the students read the lyrics to*Cat's in The Cradle* from the overhead or the handout, or to listen to the music. 1. Ask the students to read and/or listen to and reflect on the lyrics of this music.
2. Put the transparencies of the lyrics to *Cat's in The Cradle* on the overhead.
3. Play the tape of *Cat's in The Cradle* (or other appropriate music) (about two minutes)
3. Use the following questions for discussion:
   - How do you feel about the words of the song?
   - What is communicated in this song about parenting?
   - What do you think it is like to be a parent?
4. Give a brief introduction to this portion of the lesson.

Activity 1
"Bill of Rights"
(25 minutes)
1. Distribute copies of the Bill of Rights and the Universal Declaration of Human Rights.
2. Use the following questions for discussion:
- What is "a right"?
- What are "children's rights"?

3. Using the format of the Bill of Rights, ask each student to draft one right he or she believes a child should have. Ask students to read aloud what they have written.
4. Distribute copies of "A Child's Bill of Rights." Invite eight students to each read one right. Discuss each item of the bill in terms of what it means. Compare with what the students had written.
5. Ask the students to think about the roles and responsibilities that are expected of parents to ensure that their child has these rights. As the class discusses the roles and responsibilities of parents, record the information on a blank transparency.

Closing
(5 minutes)
Ask the students for their reflections on the discussion. Summarize using the transparency the students just created.

Alternate Activity
"Word Maze"
(10 minutes)
1. Give each student a copy of the "Roles and Responsibilities of Parents" word maze. Identify the eleven words related to the roles and responsibilities of parents by circling each. Use the transparency of the word maze key to identify all the words in case some students did not finish.
2. Use dictionaries to clarify meanings of words, if necessary. Use the words identified to discuss the roles and responsibilities of parents.

Part 2
The students develop a job description for a hiring a parent.

Introductory Activity
"Who Wants This Job?"
(10 minutes)
1. Project the example advertisement for a parenthood job on the overhead. Read it to the students and ask the question:
- Who would like this job?

2. Briefly review the roles and responsibilities of parents that were discussed in Part I.

Activity 1
"The Job Description"
(30 minutes)
1. Refer to the example job description on the overhead projector.
2. Discuss the function of a job description: to summarize a position using a small amount of space. Ask the students to identify the items that should be included in a job description (e.g. job requirements, salary, and responsibilities).
3. List these items on the chalk board or on a blank transparency used with the overhead projector.
4. Divide the class into groups and ask each group to develop a job description for parenthood. Use the list on the chalkboard as a guide for the items to be included.
5. Ask the groups to share their descriptions. Record these descriptions on a flip chart.
6. Review the descriptions with the class and create one job description on a clear transparency. Revise the job description, if needed. Save transparency for Unit 2, Lesson 4.

Closing
(10 minutes)
Conclude by stating that no one is a perfect parent; however, it is useful to explore what it takes to be a competent parent. After thinking about the roles and responsibilities of parenthood, one should understand that the decision to have children is a serious and important one. Such a decision requires careful thought and preparation.

Part 3
Now that the students have reviewed the roles and responsibilities of parents, they should be ready to create a bulletin board.

Introductory Activity
"Parents"
(5 minutes)
1. Briefly review the roles and responsibilities of parents. Explain to the students that they will be working on creating a bulletin board.

Activity 1
"Roles and Responsibilities"
(25 minutes)
1. Ask students to look through magazines and cut out pictures that depict the roles and responsibilities of parents discussed in class.
2. Meanwhile, write the roles and responsibilities of parents on newsprint or brown wrapping paper (write one role or responsibility per sheet). Attach these to the wall.
3. Ask the students to place the pictures they cut out of the magazines on the paper with the appropriate role or responsibility.
4. Review the categories under which different pictures may be placed. Taking one category at a time, ask the students to make recommendations as to whether the pictures are appropriate or not. They are to remove those that are inappropriately categorized and put them under another category that they consider appropriate.

Activity 2
"Your Concept of Parenthood"
(15 minutes)
1. Write a paragraph describing their concept of parenthood. Compare what they have written now with their definition of parenting and parenthood in Lesson 1. Answer the following questions:
• How has your concept of parenthood changed?
• How have you gained a better understanding of the concept of parenthood?

Closing
(5 minutes)
Conclude by stating that parenthood is a complex process that involves many roles and responsibilities. It is important for students to understand these roles and responsibilities so that they can make appropriate decisions about becoming a parent.

Homework
Write in your journal responding to these questions:
- How has your understanding of the roles and responsibilities of parents changed as a result of this lesson?

Alternate Activity
1. Invite a member of the clergy or a panel of parents to share their perceptions of the roles and responsibilities of being a parent.

Unit 1 References
Parenting That Enriches Lives

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Cat's In The Cradle

My child arrived just the other day.
He came into the world in the usual way.
But there were planes to catch and bills to pay.
He learned to walk while I was away.
And he was talkin' 'fore I knew it, and as he grew
He'd say, "I'm gonna be like you, Dad,
You know I'm gonna be like you."

And the cat's in the cradle and the silver spoon
Little boy blue and the man on the moon.
"When you comin' home, Dad?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

My son turned ten just the other day.
He said, "Thanks for the ball, Dad, come on let's play.
Can you teach me to throw?" I said, "Not today
I got a lot to do." He said, "That's O.K."
And he walked away, but his smile never dimmed,
And said, "I'm gonna be like him, yeah,
You know I'm gonna be like him."

And the cat's in the cradle and the silver spoon
Little boy blue and the man on the moon.
"When you comin' home, Dad?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

Well he came from college just the other day
So much like a man I just had to say,
"Son, I'm proud of you. Can you sit for awhile?"
He shook his head and said with a smile,
"What I'd really like, Dad, is to borrow the car keys.
See you later. Can I have them please?"

And the cat's in the cradle and the silver spoon
Little boy blue and the man on the moon.
"When you comin' home, Son?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

I've long since retired. My son's moved away.
I called him up just the other day.
I said, "I'd like to see you if you don't mind."
He said, "I'd love to, Dad, if I can find the time.
You see my new job's a hassle and the kids have the flu
But it's sure nice talking to you, Dad,
It's been sure nice talking to you."
And as I hung up the phone it occurred to me-
He'd grown up just like me.
My boy was just like me.

And the cat's in the cradle and the silver spoon
Little boy blue and the man on the moon.
"When you comin' home, Son?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

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Cat's In The Cradle

My child arrived just the other day.
He came into the world in the usual way.
But there were planes to catch and bills to pay.
He learned to walk while I was away.
And he was talkin' 'fore I knew it, and as he grew
He'd say, "I'm gonna be like you, Dad,
You know I'm gonna be like you."

And the cat's in the cradle and the silver spoon
Little boy blue and the man on the moon.
"When you comin' home, Dad?"
"I don't know when, but we'll get together then.
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Constitution of the United States of America
Ten Original Amendments: The Bill of Rights
In force December 15, 1791

Amendment I
Religious establishment prohibited. Freedom of speech, of the press, and right to petition.
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or right of the people peaceable to assemble, and to petition the Government for a redress of grievances.

Amendment II
Right to keep and bear arms.
A well-regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

Amendment III
Conditions for quarters for soldiers.
No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV
Right of search and seizure regulated.
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V
Provisions concerning prosecution. Trial and punishment, private property not to be taken for public use without compensation.
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself [or herself], nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Amendment VI
Right to speedy trial, witnesses, etc.
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trail, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him [or her]; to have compulsory process for obtaining witnesses in his [or her] favor, and to have the assistance of counsel for his [or her] defense.

Amendment VII
Right of trial by jury.
In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United State, than according to the rules of the common law.

Amendment VIII
Excessive bail or fines and cruel punishment prohibited.
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX
Rule of construction of Constitution.
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X
Rights of States Under Constitution.
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly
resolution 217 A (III) of 10 December 1948

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of humankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.

Whereas it is essential, if man [or woman] is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

Whereas it is essential to promote the development of friendly relations between nations.

Whereas the peoples of the United Nations have in the Charter affirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge.

Now, therefore,

The General Assembly

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood [or sisterhood].

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, age, language, religion, political or other opinion, national or social order, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory in which a person belongs, whether it be independent, trust, non-self governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and the security of persons.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him [or her] by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his [or her] rights and obligations and of any criminal charge against him [or her].

Article 11

1. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he [or she] has had all the guarantees necessary for his [or her] defense.
2. No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

Article 12

No one shall be subjected to arbitrary interference with his [or her] privacy, family, home or correspondence, nor to attacks upon his [or her] honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country including his [or her] own, and to return to his [or her] country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his [or her] nationality nor denied the right to change his [or her] nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full concept of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his [or her] property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his [or her] religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his [or her] religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his [or her] country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his [or her] country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as members of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable to his [or her] dignity and the free development of his [or her] personality.

Article 23

1. Everyone has the right to work, to free choice of employment and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself [or herself] and his [or her] family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his [or her] interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitations of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself [or herself] and of his [or her] family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his [or her] control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he [or she] is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which the free and full development of his [or her] personalities are possible.
2. In the exercise of his [or her] rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of moral and public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to participate in any act aimed at the destruction of any of the rights and freedoms set forth herein.

A Child's Bill of Rights

1. The right to secure and loving human relationships.
It is important that infants and young children experience a close, loving relationship with parents or, if need be, a good parent substitute. Someone must be present to attend to the infant's needs in a gentle, reliable way: to hold, cuddle, stimulate through speech and play, and to protect from physical harm. Research shows that when these forms of early love and security are missing, infants cry more, smile less, vocalize less, are less attentive, and, in some cases, even come to reject physical closeness with human beings. It is from close relationships that parents gain their great power to teach and children to gain their equally powerful desire to learn.

2. The right to proper nutrition, healthful and safe living conditions, preventative and curative medical or psychological care.

3. The right to be taught essential skills in an effective and humane way.
Infants and young children are in no position to predict the kinds of skills that will be needed for future success and happiness in life. Effective parents must recognize what these skills are and then help their children to learn them. Identifying and strengthening these skills are essential for proper development.

4. The right to humane and nonabusive discipline.
Parents are responsible for teaching their children to follow many rules for self-conduct, while not unnecessarily restricting their personal freedom. Teaching rules need not involve punishment. While some forms of punishment may be needed occasionally, they should not be too harsh or overused.

5. The right to learn sound values and moral behavior.
Parents and teachers must give careful attention to identifying, demonstrating, and strengthening the basic values and morals which are likely to lead children to sensitive, respectful, and law-abiding behavior toward people, other living things, the environment, and the property of others.

6. The right to develop as an independent and unique individual.
One of the greatest challenges of parenting is to teach a multitude of basic skills while still allowing children the freedom to develop as individuals. Each infant born into this world is unique. Parents must preserve and strengthen the positive aspects of this individuality as they teach.

7. The right to be protected from people, parents included, who may physically or mentally harm them because of uncaring or painful treatment. It is everyone's responsibility to provide such protection for children. Many states have laws to protect concerned citizens who report what they truly believe to be instances of child abuse to social-welfare agencies. Child abuse may include sexual, emotional, or physical mistreatment as well as neglecting children's basic needs.

8. The right to develop individual talents.
Each child is an individual with individual strengths and talents. Children have a right to be cared for by adults who will recognize special talents and who will help children to become all that their unique capabilities will allow.

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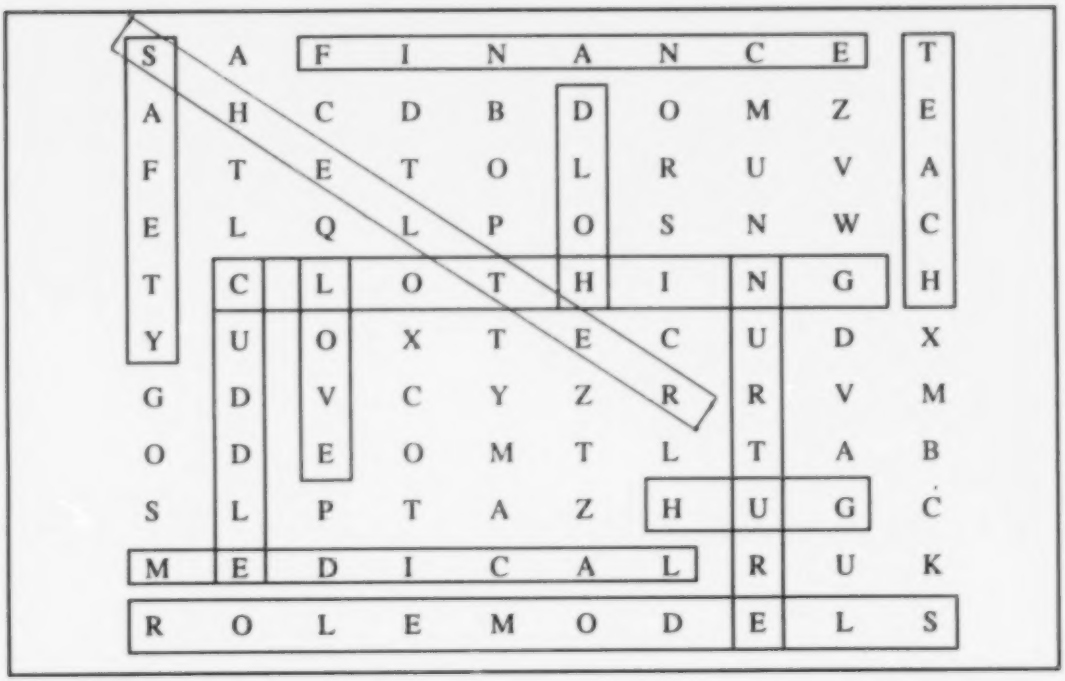
ROLES AND RESPONSIBILITIES OF PARENTS

WORD MAZE

S	A	F	I	N	A	N	C	E	T
A	H	C	D	B	D	O	M	Z	E
F	T	E	T	O	L	R	U	V	A
E	L	Q	L	P	O	S	N	W	C
T	C	L	O	T	H	I	N	G	H
Y	U	O	X	T	E	C	U	D	X
G	D	V	C	Y	Z	R	R	V	M
O	D	E	O	M	T	L	T	A	B
S	L	P	T	A	Z	H	U	G	C
M	E	D	I	C	A	L	R	U	K
R	O	L	E	M	O	D	E	L	S

There are 12 words in the word maze describing the roles and responsibilities of parents. To find them, start with any letter and move backward, forward or diagonally.

ROLES AND RESPONSIBILITIES OF PARENTS
WORD MAZE


S A F I N A N C E T
A H C D B D O M Z E
F T E T O L R U V A
E L Q L P O S N W C
T C L O T H I N G H
Y U O X T E C U D X
G D V C Y Z R R V M
O D E O M T L T A B
S L P T A Z H U G C
M E D I C A L R U K
R O L E M O D E L S

There are 12 words in the word maze describing the roles and responsibilities of parents. To find

Community Unit School District No. 5
High School
Dean of Students

Requirements: Type 75 administrative certificate, valid certification as a high school teacher, at least 2 years successful experience as a senior high school teacher.

Beginning salary: $50,000 range depending on experience. Attractive fringe benefit package.

Responsibilities: Primary responsibility will be working with student management. Other responsibilities include evaluation of certified support staff.

Application Procedure:
Send letter of application, resume, transcripts and credentials to:

BJ Wolf, Assistant Superintendent for Personnel
Community Unit School District No. 5
1800 6th Avenue
Sterling, IL 61081

Parenthood: Do You Want This Job?

Hours: Whenever and wherever you are needed, day or night, 7 days a week, 365 days a year, all the years of your life.

Salary: You pay approximately $8,900 per year until your child finishes school. Somewhat reduced expenditures likely during the remaining years of your life.

Retirement Benefits: Absolutely none guaranteed. In fact, retirement is forbidden.

Other Fringe Benefits: For those with skill and good luck, quiet pride in a job well done and feelings of warmth for as long as you live. Expectations of other benefits are not guaranteed.

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Costs of Raising Children

Total Cost to Raise a Child
Birth to Age 18*

West	$124,530
Midwest	$118.410
South	$122,280
Northeast	$123,780

*Urban moderate budget in 1990 dollars

Family Budgets

The researchers classified family budgets as economy, low, moderate, and liberal. They found that urban family budgets are about 10 percent higher than rural family budgets. The report shows that an urban midwestern family on a moderate budget has the following expenses when raising a child to age eighteen:

Midwest
Urban Moderate Budget*

Food	$21,300
Clothing	$10,530
Housing	$38,040
Transportation	$21,000
Health care	$ 5,070
Child care, education, other	$22,470
Total	$118,410

*Per child to age eighteen
Source: U.S. Department of Agriculture, 1991. *Economic Review*, March 1991.

These are average figures. They give only a very general idea of the expense of rearing a child. Parents have to add the cost of medical care and delivery, which was about $4,500 in 1991. If a child decides to go to college, parents have to add about $19,000 a year for tuition fees, room, and board for one year at a private university or about $5,000 a year at a public university in their home state. Looking at these numbers, you can understand how raising children costs a great deal of money.

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Unit 2
Caring: As A Person ... As A Parent

Unit Overview

This unit explores caring in individual and the parenting experiences. The students identify needs of individuals throughout the life cycle. The writing of poetry encourages the students to understand and express their emotions. The identification of emotions in other people and role playing of parents and children help students to understand emotions behind other people's actions.

The reading of Aesop's Fables helps the students explore American standards of behavior. Students create a list of adolescent standards of behavior. Parents are identified as the primary teachers. Consequences for failing to meet behavioral standards are identified.

The myths of parenting are identified. The job description created in Unit 1, Lesson 2, Part 2 is rewritten to include the realities of parenting. The legal consequences of child neglect and abuse are identified. A list of community support networks for families is created.

Unit Outcomes

At the end of the unit, students will

1. ★ demonstrate an understanding of individual needs that the family satisfies;
2. describe how feelings and emotions affect communication;
3. ★ identify the sources of their individual standards of behavior and the support systems available; and
4. identify myths and realities of parenting and support systems for parents in their community.

Unit 2
Caring: As a Person ... As a Parent

Lesson 1: Needs and Nurturing

Focus Question
- Am I capable of meeting my own needs as well as taking on the total responsibilities of parenting a child for the rest of my life and his/her life?

Lesson Synopsis
Some groups of students cover material more quickly than others. Times suggested for activities are at the teacher's discretion. This lesson has been separated into two class periods, after Activity 3, allowing time for the teacher who chooses to cover material more thoroughly. A sample closing is provided.

Students explore the meanings of "caring" and "nurturing." They explore and define the needs of people in families as defined by the adapted handout, "A Measure of How Families are Doing." They identify their own needs in relationship to eight categories already defined. Then they identify the needs of high school students. Through small-group work, the students explore the needs of individuals at various stages throughout the life cycle concluding with class discussion of their findings. Homework involves students in writing a "journal" of their own personal needs and who fulfills them.

Basic Concepts
Individuals have needs that parents and society meet.

To be cared for and nurtured are needs all people have.

When people become parents, they assume responsibility for meetingtheir children's needs.

The recognition of their personal needs as well as the difficulties parents encounter in meeting their children's needs may influence the student's decision to become an adolescent parent.

Objectives
Following this lesson the students will
1. discuss differences and similarities between caring and nurturing;
2. define basic needs;
3. identify his/her own needs;
4. identify and define the depth and diversity of needs that the family unit meets;
5. identify needs that are met by the community at large;
6. identify individuals' needs throughout the life cycle; and
7. analyze how his/her needs would mesh with the needs of a child (if they were to become a parent).

Background Information
Webster's definitions:
- to care: solicitude; attention; object of watchful regard
- to nurture: upbringing; education; nourishment;

By identifying their own needs students recognize that they have many needs that are met by their parents, peers, teachers and supervisors. Having a child while still an adolescent requires a network of support for the adolescent parent. Meeting his/her own and the child's requirements for daily living is often impossible without help. This lesson will help them recognize how great their own needs are, as well as recognize how difficult it is to satisfy their own needs with their present educational background, wage earning potential and availability of affordable child care.

Material and Equipment Needs
1. Overhead projector
2. Transparency pen

Advance Preparations

1. Obtain ten large pieces of newsprint or poster paper and write ten category titles on top for Activity 1
2. Scraps of paper for Activity 1
3. Make copies of the handouts:

- "Basic Human Needs"
- "A Measure of How Families are Doing"
- "Categories of Human Needs,"
- "Your Journal"

4. From the master make a transparency:

- "Categories of Human Needs"

Lesson Development

Introductory Activity

"Exploring Caring & Nurturing"
(10 minutes)

1. Explore with the students the meanings of "caring" and "nurturing" and how they relate to each other. What visual arts could we use to identify caring and nurturing? (hearts, hugs, kisses, heat, eyes, ears, hands, roof, blanket, warm bread, notes on the fridge, smiley face)
2. Discuss differences between caring and nurturing. "Caring" is an abstract idea: i.e., far away, distant, to send letters-money, to make phone calls. Nurturing is to use positive parenting techniques, to keep food in the refrigerator, to help with homework, to do the laundry, to check with the teacher, to make sure the child is read to and is taking a bath, to find day care, to stay home with the child when he or she is sick, to make dinner.
3. Ask students to suggest examples of caring and nurturing.

Activity 1

"Identifying Own Needs"
(10 minutes)

1. Write the eight categories of human needs at the top of pieces of poster paper. Use the needs as listed on the handout, Categories of Human Needs.
2. Tape these on the walls around the room.
3. Give each student eight small pieces of paper. Write one personal need for each category on each piece of paper.
4. Tape needs to the appropriate category title.
5. Discuss categories and needs, duplications, and omissions.

Activity 2

"Basic Human Needs"
(5 minutes)

Pass around the handout, "Basic Human Needs." Discuss these needs and how they address only the basic, survival level of human beings. Discuss the fact that many people in the United States and elsewhere are not having these needs met.

Activity 3

"Families Supply Needs"
(10 minutes)

1. Pass out to the class the handout (adapted) "A Measure of How Families are Doing." Note that there are ten categories of needs identified on this handout.
2. As a class, look at "A Measure of How Families are Doing." Explore and define the needs of people in families. Through discussion help the students become aware of the depth of the contributions that the family unit makes to the individual, i.e., not only does the family live in a home, but a secure home in a neighborhood that feels safe; not only does the family have enough food to satisfy hunger, but has appliances and utensils needed to prepare the food.

Alternative Activity 1

Make a master copy of "A Measure of How Families are Doing." Cut each column and each section apart. In small groups reconstruct the sections and columns in each section.

Alternative Activity 2

Begin the discussion by working with "The Family At Risk" section rather than "The Thriving Family" section.

Alternative Activity 3

Look at the ten categories. Develop a more in-depth experience to understand how they undergird the family.

(At the teacher's discretion, this would be the end of one class period.)

Closing
What did we cover today?
What were the big ideas developed today?
Review basic concepts.
Summary: We discussed differences and similarities between caring and nurturing, identified your own basic needs, defined basic needs, and fit them into eight categories. Tomorrow we will be identifying and analyzing the needs of high school students and those of individuals at different ages in the life cycle.

Activity 4
"The Needs of a High School Student"
(15 minutes)
Directions:
1. Use the handout "Categories of Human Needs" and overhead projector with transparency of the handout and pen. Fill in the categories with the needs submitted in Activity 1.
2. Using classroom discussion and contributions by the students, complete these categories in more depth, Help the students recognize that they need more than food or shelter from weather. Use the handout "A Measure of How Families Are Doing" to help the students recognize the depth of their needs. (For instance: Education-High school teachers, coaches, club equipment, gym, weight room, pool, classrooms, library, librarian, cafeteria, food servers.) Take time to help the students recognize who fulfills many of their needs. The students are to be completing their handout as the overhead transparency is completed. They need to become comfortable working with this handout as it will be used in small groups in Activity 5.

Questions for discussion:
- If you became a parent now, would you be able to provide for your child's needs? Who would help you? What questions would you want to ask?
- How important is education?
- How important is child care?
- Why are some needs perceived as more important than others?
- At what times in your life would you have different needs? Which needs woud be different? Why?

Activity 5
"Needs Throughout the Life cycle"
(20 minutes)
1. Break students into their small groups.
2. Write the following list on the board:
   fetus
   pregnant woman
   toddler
   elementary-aged child
   single parent
   40-year-old person
   70-year-old person
   90-year-old person
   out-of-work person.
3. Randomly assign to each group one individual from the above list. Write the group number by the individual on the list.
4. Pass out second sets of the handout "Categories of Human Needs."
5. Ask students to write the name of the individual assigned to them on their handout.
6. Once again, complete the handout, identifying the needs of the individual assigned to their group. (Allow 10 minutes for small group work)
7. While in their small groups, discuss the following questions:
- What are constant needs that we have as human beings?
- How do our needs change as we age?
- At what age do we normally become self sufficient? And for how long?
- How do we define "self sufficient"?
- What affects our ability to be self sufficient?
- How do the needs for caring and nurturing differ at different ages? How are they the same?
- Who provides for these needs and provides the nurturing?
- At what age do individuals stop needing care and nurturing?

8. Bring the class back together for group discussion. (Refer to Activity 1 and students' self-admitted need for caring

and nurturing from their parents at this time in their lives.)

Closing
(5 minutes)
Summarize by asking:

- What are the big ideas that we have discussed and developed these past two days?

Review basic concepts.
Following discussion of the big ideas, summarize for the students: The need for caring and nurturing is part of being a human being. It is one of many needs human beings have. Humans find many ways to have their needs met. When people become parents, it is their responsibility to see that their child's needs are met. Many adult parents have difficulty meeting the needs of their children as well as satisfying their own needs. It can be difficult to be an adolescent parent of a child, to have your own needs met, as well as meeting the needs of your child.

Homework
Write in your journal responding to these questions:

- What are your needs as an adolescent? Identify who fulfills your needs, and how long you see them doing so.
- How do your needs as an adolescent mesh with the needs of a child (if you were to become a parent)?
- Would you choose to be an adolescent parent?
- Would you ever choose to be a parent? Why or why not?
- At what point in your life would you choose to be a parent?

Basic Human Needs

Physical Needs
- air
- water
- food
- clothing
- shelter
- relief from tensions
- maintenance of health
- sleep and rest

Personal Needs
- to feel loved
- to feel secure
- to accomplish
- to be an individual
- for attention
- for affection
- for excitement
- for independence
- for restrictions

Social Needs
- belong
- have friends
- be popular
- be like others
- love

Intellectual Needs
- think
- learn
- work toward a goal

Basic needs are needs all people have which, when met, lead to a happy, healthy person.

Secure means to feel safe, to feel loved, to feel confident that you are important.

Tensions are strong feelings that are sensed by worry, fear, and anxiety.

We are each special and important people.

Behavior is caused (people do what they do for a reason or a combination of reasons.)

Name:_____

Hour:_____

Date:_____

Categories of Human Needs

Education	Family and Peer Relationships	Shelter	Nutrition	Health Care	Child Care	Employment Income	Parenting

1994 International Year of the Family

A Measure of How Families Are Doing

The 10 categories listed across the top of this chart are elements of family life that can be measured to determine if and where a family is at risk. The descriptors provide general characteristics of each of the three types of families.

Shelter	Nutrition	Health Care	Alcohol/ Drug Use	Employment	Income/ Budget	Adult Education	Children's Education	Parenting	Family Relations
The *Thriving Family* continually is growing and contributing to its and the community's well-being.									
• Lives in housing of choice • Spends less than 20 percent of income for shelter • Feels safe, secure in home, neighborhood	• Can afford a variety of foods • Has appliances, utensils to prepare food in various ways • Has and uses knowledge of basic nutrition • Eats balanced, scheduled meals	• Established with health professionals • Covered by comprehensive insurance • Practices preventive health habits	• Doesn't use illegal drugs; uses alcohol in moderation • Former abusers follow recovery treatment • Parents help children learn skills for abuse-free life style	• Develops new transferable skills • Employed by thriving business, with comprehensive benefit package • Steady advancement in chosen career	• Allows family choices • Saves 10 percent of income • Established relationship with financial institution • Pays bills on time; manages debt load without depriving family	• Has post secondary education or training • Attitude supports learning; uses opportunities to learn • Sets, pursues long range career and personal goals	• Little or no absenteeism • High marks in most subjects • No discipline problems • Children are leaders among other students	• Children live with parent(s) or permanent guardians • Mutually agreed upon rules, expectations; conflict is negotiated • Children happy, socially well adjusted • Children enjoy parent(s)	• Strong supportive network of family, friends • Active in community • Strong, positive family identity • Nurturing; consistently care for family members
The *Safe Family* is secure and has the potential to move forward.									
• Lives in affordable housing • Spends less than 1/3 of income for shelter • Able to secure home; feels safe in neighborhood	• Has enough food to satisfy hunger • Has appliances, utensils needed to prepare food • Understands basic nutrition • Eats three meals a day	• Can get medical care when needed • Insurance covers partial cost of care; can arrange to pay balance • Sound basic health, hygiene practices, seeks timely treatment	• No drug or alcohol abuse in immediate family • Abusers have sought treatment • Parents discuss use of drugs, alcohol with children; model appropriate behavior	• Has attained marketable skills • Employed by secure company offering some benefits • Long-term employment	• Meets basic family needs • Plans, sticks to monthly budget; saves when possible • Able to obtain secured credit • Pays bills on time; delays purchases to handle debt load	• Has high school diploma (GED) • Ambivalent attitude toward learning • Sets and pursues short term career and personal goals	• Absenteeism is not high enough to be a concern • Passing marks in all subjects • Few discipline problems • Children get along with other students	• Children live with parent(s); are physically, and emotionally safe • Realistic rules; manageable conflict • Children usually happy, outgoing; little violence or aggression • Able to relate to parent(s)	• Positive extended family support • Feel a part of the community • Sense of family unit • Members physically safe, emotionally secure; seek to change negative behaviors

Shelter	Nutrition	Health Care	Alcohol/ Drug Use	Employment	Income/ Budget	Adult Education	Children's Education	Parenting	Family Relations
The *Family at Risk* cannot meet its needs; growth potential of its members is minimal.									
• Lives in temporary or shared housing • Spends more than 1/3 of income for shelter • Deteriorating housing conditions; feels afraid in home, neighborhood	• Not enough food; family members are hungry • Unable to prepare food • Little or no nutritional knowledge • Eats when food is available	• Can't always get medical care • Not covered by insurance; inadequate income • Doesn't care for self; ignores health problems	• Use of illegal drugs, abuse of alcohol or prescription drugs • Abuser denies problem, won't seek treatment • No discussion of drugs or alcohol use in home; parents model abusive behavior	• Minimum or entry level job skills • Short-term, temporary, or no employment; no benefits; no growth opportunities • Lacks job-seeking skills	• Can't meet basic needs • Spontaneous, inappropriate spending; no savings • Unable to obtain credit • Unpaid bills; overwhelming debt load	• School dropout; history of academic failure • Doesn't consider learning important • Doesn't set nor pursue systematic career and personal goals	• High absenteeism • Failing one or more subjects • Continual discipline problem • Children do not get along well with other children	• Outside placement threatened; children have run away from home • Unrealistic or nonexistent rules; constant conflict • Children unhappy, withdrawn, violent or aggressive • Fearful of parent(s)	• Members do not relate to one another • Isolated from others • No family identity; family make-up changes frequently • Nurturing withheld; members are subjected to physical violence

. . . and justice for all
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Unit 2
Caring: As a Person ... As a Parent

Lesson 2: Emotions

Focus Question
- Am I capable of recognizing and dealing with my feelings in a healthy manner so that I can listen to and accept my child's feelings and emotions?

Lesson Synopsis
By pretending to be a tired three year old walking hand in hand with an adult, the students explore feelings of frustration and powerlessness. They are introduced to and write a "Senses of Feelings" poem. Through the use of a vocabulary list of feeling words, the students complete a worksheet that teaches them to identify emotions behind words. In small groups the students create and act out short scenes in which parents listen to their children. In the final activity, the class builds on its identification of words for emotions and writes several Diamante poems. The homework assignment is to "journal" how their feelings affect others, and how other's feelings affect them.

Basic Concepts
Caring parents support and encourage the growth of their childrens' emotional development.

By recognizing our own feelings we are able to listen to and help others recognize their feelings.

Objectives
In this lesson the students will
1. write "The Senses of a Feeling" poem;
2. list new words describing emotions;
3. identify feelings that a child would communicate in conversation;
4. recognize their own feelings and emotions as valid; and
5. write a "Diamante" poem.

Background Information
The writing of poetry encourages the students to understand and express their emotions. The identification of emotions in others and role playing about parents and children encourage the students to understand the emotions behind others' actions.

Material and Equipment Needs
1. Overhead projector
2. Clear transparency, pen
3. Chalkboard

Advance Preparations
1. Make copies of the handouts:
- "The Feeling of Color"
- "Categories of Feeling Words"
- "Words That Express Emotions with Synonyms"
- "Could You Just Listen?"
- "Listen for Feelings"
- "Diamante" poem

2. From the master make a transparency:
- "The Feeling of Color"

Lesson Development
Introductory Activity
"But It Aches"
(5 minutes)

1. Ask everyone to raise their right arm up in the air. (Begin watching the clock for one minute). While arms are in the air, review yesterday's lesson. Remind students that nurturing means to have positive feelings for someone and to act on these feelings in a way that fulfills that person's needs. People need to be listened to and to have their feelings recognized. Most of us get very angry or hurt when our feelings are ignored. Therefore, one more need that we have is to have our feelings recognized. We can't always have others recognize our feelings. However, we can always strive to recognize our own feelings. Realizing that even small children have feelings and recognizing that we have feelings as

adolescents, adults, parents, and children, we will explore new words for feelings and emotions today and will write about feelings in a new way. By getting in touch with our feelings and recognizing that children have feelings, we will begin to understand parenting more clearly. Part of parenting is understanding your own feelings and the feelings of your child. While parents have strong emotions, they must try to be in control of their emotions for the well-being of the child.
2. When one minute has passed, ask students if their arms are getting tired? How does it feel? Look for words such as: frustrated, tired, irritated, sore arm/shoulder.
3. Ask students what they would like to have done? Put arm down, support it with the other arm/hand, whine about how your arm aches...
4. Discuss with students the similarity of this exercise and how a small child feels being pulled around a mall or grocery store. What do small children do when their arms become tired and an adult is holding on to their hand? (Sit down, try to lie down, cry)

Activity 1
"Senses of Feelings"
(15 minutes)
1. Tell the students, "Today we will be discussing and identifying our own feelings and those of children."
2. Using the overhead and transparency of "The Feeling of Color" poem, discuss the content of this type of poem with the students.
3. Distribute the activity sheet. Using the handout, have students write a poem of their own.
4. Collect for review.
[Alternative presentation: Read the format of the poem to the students, including the finished poem. Then, hand out the activity sheet and have them write one of their own. OR work from handouts alone.]

Activity 2
"Listen For Feelings"
(20 minutes)
1. Ask the students to come up and write on the board a list of feelings or emotions. (frustration, joy, sorrow, tired, anger, boredom, irritated, happy, glad)
2. Once the students are seated again, read aloud through the words on the board, praising, counting up all the words they wrote.
3. Pass out the handouts "Categories of Feeling Words" and "Words That Express Emotions with Synonyms" and the "Listening for Feelings" activity sheet. Look over the vocabulary lists with the students. Recognize the vast number of words we have in American English that help us verbalize feelings and emotions It is much more extensive than the standard list of feelings: happy, sad, glad, mad, tired, angry.
4. Divide the students into their small groups and complete the "Listening For Feelings" activity sheet, using the vocabulary list for words.
5. Have the students turn the sheet over and create five messages of their own, complete with feelings.

(At the teacher's discretion, this would be the end of one class period.)

Closing
What did we cover today?
What were the big ideas?
Review basic concepts.
Summarize: We identified emotions under extreme physical discomfort, looked over American English vocabulary words describing emotions, wrote poems about what senses certain feelings remind us of, and identified emotions that children could be trying to communicate in certain situations.

(If you begin with Activity 3 on the second day, please review the previous day's activities for the students.)

Activity 3

"Could You Just Listen?"
(25 minutes)
1. Hand out "Could You Just Listen...?" Have someone in the class read this aloud.
2. Discuss and define words when necessary.
3. Divide class into their small groups and ask them to create a scene to role play. Give each group a statement to work from. For example: child says "I'm scared" or child says "I had a bad day at school." Each group is to act out a short scene involving a parent who needs to listen to their child. This is to last only two minutes. If role playing is uncomfortable for your students, describe the situation and discuss.
(Ideas for role play:
the grocery store and child wants treats, the mall, at the caregivers, at the end of a long day)
4. Just prior to acting out their scene, have the group tell the background information on the scene, then act it out.
5. Following each role play, discuss and write on the board the students' examples of listening parents using the "concept web" technique.
6. Ask the class to discuss the feelings that were communicated.
- In what other ways might parents have handled this situation?
- What are the effects of each?

7. Discuss the statement:
Caring parents support and encourage the growth of their childrens' emotional development.

Activity 4
"Diamante Poem"
(15 minutes)
1. Now that the class has identified emotions and feeling words, using the handout, "Diamante Poem", have the class help you write a diamante poem on a clear transparency.
2. As an individual activity, have the students think of three emotions and write a diamante poem about each one.
3. Collect the poems to check for content and comprehension.

Closing
(5 minutes)
Ask the students:
- What are the big ideas developed today?

Review basic concepts.
Summary:
Explain to the students that children are capable of different skills and abilities at different ages. This variety of skills and abilities cause many emotions for the young child. In this lesson we need to realize that we all have feelings and exhibit various emotional responses to things around us. Children are not small adults. They are small human beings who are in the process of growing and understanding their own emotions, feelings, abilities, and needs. They become very frustrated as well as show enormous capacity for joy, curiosity, and wonder. As parents we are to support and encourage all their growth, emotional as well as physical. Remembering that parents are also human beings and are still growing up as well.
Refer to Focus Question: Are you capable of recognizing and dealing with your feelings in a healthy manner so that you can listen to and accept your child's feelings and emotions? Discuss.

Homework

Journal the following thoughts:
- How do our feelings and our expressions of our feelings affect others such as our friends, children, parents, grandparents, teachers?
- How do other's feelings affect us?

Name:_____

Hour:_____

Date:_____

"The Feeling of Color"

The following is the outline for a "The Feeling of Color" poem. Use it to easily explore simple things in your life, color and your senses, to create something so beautifully expressive.

(Color)
(feeling) is (the color) of a(n) _____.
It smells like _____.
It tastes like _____.
It feels like _____.
It sounds like _____.
(Color)

Here is an example:

Orange-Red
Vibrant is the orange-red of a candle flame.
It smells like sulphur.
It tastes like hot cinnamon pieces of candy.
It feels like ocean beach on a hot day.
It sounds like fat sizzling in a frying pan.
Orange-Red

Write your own poem here:

Adapted from "Feelings", The Parent Growth Program, Community Home Economics Outreach, Community/Adult & Continuing Education, Des Moines Public Schools

Categories of Feeling Words

These are categories of American English words for emotions in levels of intensity from strong to weak and from happy to confused. Our language is rich in these vocabulary words. Get into the habit of using these words to express your emotions!

Levels of Intensity	Happy	Sad	Angry	Scared	Confused
Strong	excited	hopeless	furious	fearful	bewildered
	elated	sorrowful	seething	panicky	trapped
	exuberant	depressed	enraged	afraid	immobilized
	ecstatic	wounded	hostile	shocked	stagnant
	terrific	hurt	vengeful	overwhelmed	directionless
	jubilant	drained	incensed	intimidated	
	alive	defeated	abused	desperate	
	energized	exhausted	hateful	frantic	
	enthusiastic	helpless	humiliated	terrified	
	loved	crushed	sabotaged	vulnerable	
		worthless	betrayed	horrified	
		uncared for	repulsed	petrified	
		dejected	jealous		
		rejected	outraged		
		empty	disgusted		
		miserable	fuming		
	justified	distraught	ridiculed	tense	troubled
		disheartened			
	resolved	despised	resentful	threatened	ambivalent
	valued	disappointed		uneasy	awkward
	gratified	upset	smothered	defensive	puzzled
	encouraged	inadequate	frustrated	insecure	disorganized
	optimistic	dismal	stifled	skeptical	foggy
	joyful	unappreciated	offended	apprehensive	perplexed
	proud	discouraged		suspicious	hesitant
Mild	cheerful	ashamed	controlled	alarmed	
	relieved	distressed	peeved	shaken	
	assured	distant	annoyed	swamped	
	determined	disillusioned	agitated	startled	
	grateful	lonely	irritated		
	appreciated	isolated	exasperated		
	confident	alienated	harassed		
	respected	abandoned	anguished		
	admired	regretful			
	accepted				
	amused	resigned			
		drained			
		slighted			
Weak	content	sorry	uptight	reluctant	bothered
	relaxed	lost	dismayed	anxious	undecided
	glad	bad	tolerant	impatient	uncomfortable
	good			shy	uncertain
	satisfied			nervous	
	peaceful			unsure	
	calm			timid	
	tranquil			concerned	
	hopeful			doubtful	

Words That Express Emotions with Synonyms

Positive Feelings	Attractive, lovely, beautiful, handsome Alive, animated, vivacious Accepting, receptive Calm, comfortable, serene Competent, capable, confident Enchanted, bewitched, captivated Enlightened, enriched, fulfilled Excited, enthusiastic, eager, elated Fortunate, lucky, thankful Free, unencumbered, carefree Inspired, uplifted Loved, accepted, secure, considered, cared for Happy, pleased, delighted, joyful, satisfied Needed, wanted Refreshed, renewed, revitalized Surprised, amazed, astonished Supported, encouraged, sustained Talented, productive, gifted Victorious, triumphant Worthy, deserving, trusted
Negative Feelings	Alone, neglected, rejected, lonely Angry, furious, indignant, hostile Bored, disinterested, indifferent Confused, mixed up, disoriented Defeated, discouraged, ineffective, weak, exhausted, tired, worn out Disappointed, let down, disillusioned Disgusted, repelled Embarrassed, mortified, ashamed Frightened, scared, fearful Frustrated, trapped, discouraged, irritated, annoyed Jealous, envious Inadequate, incompetent, worthless Hurt, resentful Put-down, rejected, censored Sad, unhappy, dejected, depressed Shocked, numb, stunned Unloved, unwanted, not valued Vulnerable, insecure, helpless, threatened Worried, distressed, upset, nervous Wild, hysterical, out of control

Listening For Feelings

Directions: Children communicate to parents much more than words or ideas. Behind the words often are feelings. Following are some typical "messages" children send. Read each separately, trying to listen carefully for feelings. Then in the right-hand column, write the feeling or feelings you heard. Discard the "content" and write in only the feeling, usually one or several words. Some of the statements may contain several different feelings; write in all the main feelings you hear.

Child Says	Child is Feeling
1. Can you believe this, only ten more days of school.	1.
2. Look, Daddy, I made an airplane with my new tools!	2.
3. Will you hold my hand when we go into the nursery school?	3.
4. I'm not having any fun. I can't think of anything to do.	4.
5. I'll never be good like Jim, I practice and practice and he's still better than me.	5.
6. My new teacher gives us too much homework. I can never get it all done. What'll I do?	6.
7. All the other kids went to the beach. I don't have anything to do.	7.
8. Jim's parents let him ride his bike to school, but I'm a better rider than Jim.	8.
9. I shouldn't have been so mean to that little kid. I guess I was wrong.	9.
10. I want to wear my hair long —it's my hair, isn't it?	10.
11. Do you think I'm doing this report right? Will it be good enough?	11.
12. Why did the teacher make me stay after school, anyway? I wasn't the only one who was talking.	12.
13. I can do it myself. You don't need to help me. I'm old enough to do it by myself.	13.
14. Math is too hard. I'm too dumb to understand it.	14.
15. Go away: leave me alone. I don't want to talk to you or anybody else. You don't care what happens to me anyway.	15.
16. For awhile, I was doing good, but now I'm worse than before. I try hard, but it doesn't seem to help. What's the use?	16.
17. I would sure like to go, but I just can't call her up. What if she laughs at me for asking her?	17.
18. I never want to hang out with Pam anymore.	18.
19. I'm glad you are my parents.	19.
20. I think I know what to do, but maybe it's not right. I always seem to do the wrong thing. What do you think I should do, Dad?	20.

Could You Just Listen...?

When I ask you to listen to me and you start giving me advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem.

Listen! All I asked was that you listen, not talk or do—just hear me.

Advice is cheap.

I can do for myself; I'm not helpless—maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself, you contribute to my fear and inadequacy.

But when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and get about this business of understanding what's behind this irrational feeling. When that's clear, the answers are obvious and I don't need advice.

Irrational feelings make more sense when we understand what's behind them.

So please listen and just hear me.

And if you want to talk, wait a minute for your turn—and I'll listen to you.

—Author Anonymous

Design a Diamante

A diamante is easy to write! There is no rhythm or rhyme to be concerned about. Using parts of speech, you will create this diamond shaped form of poetry. This poetry form was created by Iris M. Tiedt, assistant professor at the University of Santa Clara in California.

The formula:

1.	one noun
2.	two adjectives
3.	three participles
4.	four related nouns
5.	three participles
6.	two adjectives
7.	one noun

- For line one, choose the subject of your poem, a noun. A noun is a word to name a person, place, thing, quality, or action.
- Since Diamante is a contrast poem, choose the opposite of line one as the noun for line seven. This doesn't have to be the exact opposite, however.
- For line two, pick two adjectives that describe the top noun. An adjective is a word used to modify a noun by limiting, qualifying or specifying.
- For line three, choose three participles or verbs that end in *-ing* or *-ed*. Use verbs that tell about the subject or scene you are creating.
- In line four, use four nouns. These nouns make the transition in four steps from the noun in line one, to the noun in the seventh line.
- Lines five and six are three participles and two adjectives that gradually lead up to the final noun.

An example:

Sun
Hot, yellow,
Shining, radiating, beaming,
Dawn, noon, afternoon, dusk,
Rising, gleaming, slivered,
Quiet, ethereal,
Moon

Now, try your own...

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Unit 2
Caring: As a Person ... as a Parent

Lesson 3: 'Good' Behavior

Focus Question
- What are my ideas about 'good' behavior, and where did I get them?

Lesson Synopsis
Aesop's Fables provide the historical base for this lesson's exploration of American standards of behavior. By reading aloud selected fables and through class discussion students identify the morals of the old stories. The morals are listed on the board or on an overhead transparency. The class breaks into small groups to brainstorm and list their ideas of our standards of behavior, then comes together to group their findings and create a master list. The class discussses the "teachers" of behavior in society with parents identified as having primary responsibility for teaching. A list is created of all the methods used in society to teach behavior. Consequences for failing to meet behavioral standards are identified.

Basic Concepts
Society expects parents to be teachers of behavioral standards to children.

Caring parents accept the responsibility of teaching good behavior to their children.

Objectives
Following this lesson the students will
1. recognize that societies have had standards of behavior for thousands of years;
2. describe his/her personal standards of behavior;
3. identify the sources of his/her personal standards of behavior;
4. list methods parents use to teach standards of behavior to their children; and
5. list methods society uses to teach standards of behavior.

Background Information
A background information sheet, "Introduction to Aesop's Fables," is provided with this lesson.

It is important that an equal representation of the class are given opportunity to read aloud including males, females, high achievers, and students who have difficulty with reading. Encourage reading aloud, but don't force it if this is the first time you have done this with this class of students. Reading aloud can be a source of extreme embarrassment for anyone. Begin by acknowledging that it is natural to make mistakes while reading aloud.

Several of the Aesop's Fables used in this lesson have titles that may have double meanings for your students. You may choose to discuss this at the beginning of the activity or when the students first recognize the double meaning. You may also choose to delete entirely the fables that could be the most problematic in your classroom. Use your own discretion.

Some classes cover material more quickly than others. The times listed are only suggestions and may be changed by the teacher forthe various activities. This lesson has been separated into two class periods. A closing follows Activity 1 for the teacher who chooses to cover material more thoroughly and take more time.

Material and Equipment Needs
1. Chalkboard
2. Overhead projector

Advance Preparations
1. A class set of books containing the complete and unabridged Aesop's Fables (or one book that is shared).
2. Clear transparencies and pens of sufficient quantity for small group work

Lesson Development
Introductory Activity
"Introduction to Aesop's Fables"
(3 minutes)
1. Introduce students to Aesop's Fables. See "Introduction to Aesop's Fables" attached to this lesson to support your introduction.

Activity 1
"Reading Aesop's Fables"
(25 minutes)
1. Pass out to the class the books containing the fables. (Or share one copy.)
2. Directions: Students take turns reading the fables aloud. Ask for volunteers. Following the reading of each fable, students are asked to identify the moral of the story. Ask for a volunteer to write each moral down on a blank sheet of overhead transparency film on the projector or on the chalk board. The teacher begins the reading with the familiar "The Shepherd Boy and The Wolf". The moral: "Liars are not believed even when they tell the truth." Read each fable and determine the moral, briefly discussing the meanings for everyday life.

(In the interest of time, fewer fables may be read. Please note that fables marked with • may need explanation and discussion about acceptable language and how meanings have changed over time.)

The Stag At The Pool. "Too often we despise the very things that are most useful to us."
•**The Ass In The Lion's Skin**. "Clothes may disguise a fool, but his or her words will give him or her away."
The Lark And Her Young Ones. "If you want a task well done, do it yourself."
The Hares And The Frogs. "There is always someone worse off than yourself."
The Thief And His Mother. "Teach a child the way he or she should behave."
The Eagle And The Fox. "Treat others as you would like to be treated."
The Lion And The Mouse. "No act of kindness, no matter how small, is ever wasted." Or "you may receive help from those you do not expect to help."
The Boy And The Filberts. "Half a loaf is better than no bread."
The Farmer And The Stork. "You are judged by the company you keep."
•**The Two Crabs**. "Example is the best precept."
•**The Fighting Cocks And The Eagle**. "Pride goeth before a fall."

Activity Variation
If you have students who appreciate music in your class, you may want to order a copy of "And the Moral of the Story is..." This is a collection of stories revised by Tess Carlson and set to music by Tammy Sorenson. For information about the book with written music and the tape, contact Jaran Productions, c/o Tammy Sorenson and Tess Carlson, P.O. Box 282, Pelican Rapids, MN 56572.

Note: You may decide to end the lesson here.

Closing
What did we cover today?
What was the big idea?
Review basic concept.
Summary: We read aloud and discussed Aesop's Fables using these stories as standards for good behavior dating back to the sixth century BC.)

Activity 2
"American Society's Standards of Behaviors"
(25 minutes)
1. Break the students into their small groups. Pass out transparency sheets and a pen to each group. Ask each group to appoint a recorder. Each group is to create a list on the transparency sheet that answers the following question:
- What are our society's ideas about standards of behavior?

2. Bring the class back together for class discussion. Ask each group to share their

list by placing the transparency on the overhead projector and discussing their list of behavioral standards.
3. When all the groups have shared their lists and are seated, discuss the behaviors listed by the class members.
4. Discuss the following questions:

- Why does society have standards for behavior?
- Do you agree with these standards?
- Does society have different standards of behavior for different people?
- How does our society teach standards? (The media, parents, friends, school)
- In general, who teaches these standards? (TV, sports heroes, gangs, parents, grandparents, teachers, coaches)
- Specifically, who are the role models?

5. Tell the students that society expects parents to be the primary teachers of behavioral standards. Discuss the following question:

- What are some ways parents teach their children these behaviors?

Write the list on the board: (model good behaviors; show respect for people, property, ideas, points of view, faiths, ethnic background; punish "bad" behavior; encourage church attendance, scouts, sports, clubs).
6. Discuss the statement: Caring parents accept the responsibility of teaching good behavior to their children.

- What are some of the pressures in society that encourage "bad behavior". (TV, violence, sexual messages in advertisements)
- What are the consequences in our society for failing to meet these behavioral standards? (Jail, suspension, a group home, lose driver's license, drop out of school, demerits at school, bad grades, lose a job)
- How will you feel about yourself when you experience such a consequence?
- What support systems do people need to comply with society's standards for good behavior? (You may need to define "support system" and "comply" by writing definitions on the board. Examples may be necessary.)

Closing

"Goals and Review"
(15 minutes)
1. Discuss how ideas about behavior usually include goals for life. Ask students to volunteer the information to share with the class:

- What goals do you have for yourself?
- What goals do people have for you? (Who has these goals?)

2. Discuss how these goals might change if you marry.
3. Discuss: If you are a parent, how have your personal goals changed? Or, how do you think they might change?
4. Ask the students: What are the big ideas that we have discussed and developed today?
Review basic concepts.
Summary:
The class read aloud selected Aesop's Fables, identified morals of the sixth century BC, created a master list of standards of behavior for Americans, identified why society has standards of behavior, who teaches them and the methods used to communicate the accepted behaviors. We recognized parents as the primary teachers who face social pressures.

Homework

Write in your journal responses to the following questions:

- What are your standards of good behavior?
- Where have you acquired these?
- How have Scouts, athletic activities, dance, church, parents, extended family, teachers, school, peers effected your standards for good behavior?
- What goals do you have for yourself?
- What goals do people have for you? (Who are those people, specifically?)
- If you are a parent, how have your personal goals changed?
- If you are a parent, what goals do you have for your child?

Additional Activity 1

"Generational Changes"

1. Divide the students into their small groups. Write the following ages on the board:

    61 and over
    46-60
    30-45
    20-29
    14-19

2. Ask each member of the group to select two age categories. They will each interview two persons, one in each of the age categories selected. (Perhaps they know an adult, aged 50 and a friend, aged 14). Ideally, all ages will be interviewed by at least two students and there will be ten different interviews which will create a composite picture of the questions.
3. Hand out "The Interview Guide."
4. Each student will write a report of each individual interview.
5. Each group is to meet and write up a concluding report of their interviews. The report is to include the group's hypothesis, the data collected and how the data were studied, and a conclusion drawn from the data. (i.e., honesty shows up in every different age group, most people were influenced by their parents)

Additional Activity 2

"Bulletin Board"

1. Bulletin board: Search for and post articles from newspapers or other publications on society's standards of behavior, when taught, by whom, how, and consequences for failing to meet them.

Introduction To Aesop's Fables

Written manuscripts identified as Aesop's Fables date back to the sixth century BC. Two thousand years later, a Byzantine monk published a collection of the fables, with a biography of the author Aesop. The following biography may or may not be true.

Aesop was a widely traveled slave in Greece. Apparently, he told his stories aloud to King Croesus of Lydia and in doing so, won his freedom.

The fables were first translated into Latin by a Macedonian. They have been translated over the centuries into many languages. They provide us with a historical perspective of morals to live by from the sixth century BC.

Aesop's Fables, (1968). NY: Lancer Books. 223.

Date_____

Place_____

Person Being Interviewed_____

Age of Person Being Interviewed_____

Person Conducting The Interview_____

The Interview Guide

Directions: Ask the questions below of each person you interview. Record their responses in the space provided.

1. What are three standards society has for good behavior?

2. Are these standards more for the good of an individual or for the group? Explain.

3. What are three of your personal standards for good behavior?

4. Where did you learn your standards for good behavior?

5. How do you maintain your ideal behavior?

6. What or who supports you as you go through life?

7. What are three consequences of failing to meet these standards for good behavior?

Unit 2
Caring: As A Person ... As A Parent

Lesson 4: Myths and Realities

Focus Question
- Recognizing the myths surrounding parenting as well as the realities of the child's need for nurturing, emotional support and behavioral standards, am I prepared for the job of parenting, while still an adolescent?

Lesson Synopsis
Students list and explore parenting myths and realities. A discussion of why teens become parents follows. The job description for parenting written in Unit 1, Lesson 2, Part 2 is rewritten to include the realities just discussed. Class discussion follows concerning families in which parents do not meet their children's needs and identifies the consequences for this neglect. Through small group work, students locate sources of community support for teens who are parents, as well as teens who choose not to parent.

Basic Concepts
The decision to parent is influenced by having knowledge of the myths and realities of parenting.

Caring parents contribute to the emotional, physical, social and psychological well-being of their child.

Neglect that occurs in families where parents fail to act in a responsible or caring manner requires the intervention of the local child abuse authorities and community support systems.

Objectives
Following this lesson the students will
1. differentiate between the myths and realities of parenting;
2. recognize the many reasons people have for becoming parents; and
3. ★ identify support systems in their communities.

Background Information
Individuals become parents in two basic ways: (1) by accepting a pregnancy as a consequence of sexual intimacy or (2) by making a decision to conceive. By exploring the myths and realities of parenting, then condensing them into a revised job description, the students recognize the level of commitment required by a child. While it is important to bring to the students' attention the factor of neglect that goes on in some families, it is more important to encourage them to locate sources of support for parents and families in their community. Help learners see the value of choosing prevention of neglect, rather than punishment for neglect.

This lesson is designed to be a continuation and reinforcement of the previous three lessons. Use it to summarize and support the concepts presented in the first three lessons, as well as concepts from the first unit.

Encourage reading aloud, but don't force it if this is the first time you have done so with this class of students. Reading aloud can be a source of extreme embarrassment for some students. Begin by acknowledging that it is natural to make mistakes while reading aloud.

Material and Equipment Needs
1. Overhead projector
2. Transparent tape
3. The transparency with the job description students wrote in Unit 1 Lesson 2 Part 2 and a transparency pen

Advance Preparations

1. Newsprint or poster paper
2. Scraps of paper for Activity 1
3. Telephone books
4. Make copies of the handout:
   - "Teenage mothers: What do they really want?"
5. From the master make a transparency:
   - "Myths and Realities"
6. Pamphlets describing the social services available to teen parents in the community or county

Lesson Development
Introductory Activity
"What is a Myth"
(5 minutes)
1. Place the "Myths and Realities" transparency covered by a sheet of paper on the overhead.
2. Uncover the first myth and read it to the students. Then, uncover the reality and read it to the students.
3. Uncover the second myth and ask the students to read it aloud. Then, uncover the reality and ask the students to read it aloud.
4. Uncover the third myth and ask the students to read it aloud. Ask the students for the reality that would correspond to the myth. Uncover the reality .
5. Uncover the fourth myth. Read it aloud. Ask the students for the corresponding reality. Uncover the reality. Read it aloud.
6. Discuss with the students that today's lesson will be about the myths and realities of parenting.

Activity 1
"Myths and Realities of Parenting"
(20 minutes)
1. Randomly tape sheets of newsprint or poster paper on the walls around the room.
2. Pass out to each student several pieces of scrap paper. Have more paper available as needed. Explain to them that they are to write on one piece of paper a myth of parenting (state and write an example: Myth: babies always smell sweet), and on another piece of paper the corresponding reality (state and write example: Reality: babies are often wet, and require frequent diaper changes). Post these two examples side by side on any piece of newsprint or poster paper. Ask students to write and post their myths and realities. Give students ten minutes for this activity.
3. When time has elapsed or students have run out of ideas, ask students to be seated and begin class discussion of their myths and realities of parenting. Read each one, discuss and praise the student's idea, add supporting information to myths or realities as required. Use this as an opportunity to discuss realities such as: ("I have so much that I can do for a child." and "Having a child would give me someone to love and control.")

Some examples of myths and realities you might expect are:
Myth: Parenting skills are instinctive
Reality: Parenting skills can be learned

Myth: Parenting is always fun.
Reality: Parenting is very hard work; sometimes it is fun and sometimes its pure responsibility.

Myth: Children need parents' support for only the first two years.
Reality: Children require the support of parents for the rest of the parents' lives, most intensely for the first 18 years of a child's life.

4. Distribute the handout entitled "Teenage mothers; What do they really want?" Read handout aloud or ask for volunteers to read. Discuss with students why teens get pregnant. Explore with students the motivation behind the pregnancies.
5. Using the overhead projector, and the job description that they wrote in Unit 1, Lesson 2, Part 2, ask the students to describe while you write a revised job description for parenting to include the realities just discussed.
What are the similarities and differences between the two job descriptions?

Activity 2
"Neglect and Support Systems"
(20 minutes)
We have been exploring emotions, needs, and responsibilities. Some parents fail to meet their children's needs for emotional support and growth, physical support, and behavioral standards.

- What are the legal consequences for failing to be a caring parent and for failing to meet a child's needs: emotional, physical, social, psychological? Discuss.

The Department of Human Services intervenes and the Child Protective Treatment Unit become involved with the family. Case plans are written which list the expectations the social worker and court have for the parents. The parents agree to comply with the expectations of the social worker and the court within a given period of time. The consequences for not meeting deadlines are discussed. If the household does not change, children may be placed in foster care until the household shows improvement. If no improvement occurs or is foreseen, termination of parental rights and adoption is sometimes warranted. (For further information contact your local Department of Human Services, Child Protective Treatment Unit.)

Families and communities are normal sources of support for teen parents. These may include parents, grandparents, and other extended family members, the public library, churches, the community pool, or next door neighbors. However, many teen parents are without family or community support. Without support, they may fail to meet their childrens' needs and be referred to local agencies for parenting education, education regarding support available in community agencies, and compassionate support through knowledgeable volunteers.

- What are the agencies in your community or county where teens can go to get support for either their decision not to parent as a teen or as a teen parent.

1. Divide students into their small groups. Ask them to make lists of sources of support available to teen parents. Use telephone books, pamphlets from social service agencies, community agencies, community/adult and continuing education programs, hospitals, GED programs, school districts' on-site day care programs, etc.
2. Ask studetns to make another list of support available to parents in general.
3. Bring the students back together to discuss their lists. Add others that students may not have been aware of or located. Create a master list and reproduce for the students to keep in their notebooks.

Closing
(5 minutes)
What are the big ideas we have talked about today?
Review basic concepts.

Homework
Write in your journal five myths and the corresponding realities of parenting. How has today's lesson influenced your feelings about teen parenting?

Unit 2 References
Caring: As A Person ... As A Parent

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1st Myth: You can't get pregnant standing up.

Reality: You can get pregnant standing up or in any other position!

2nd Myth: You can't get pregnant the first time.

Reality: If you aren't using birth control, you CAN get pregnant virtually any time.

3rd Myth: My boyfriend will love me more if I get pregnant. The baby will bring us closer together.

Reality: Babies can cause severe tension in relationships. Babies rarely improve a relationship.

4th Myth: Having a child will give me an identity.

Reality: Children require an enormous amount of nurturing, emotions and responsibility. It is important to know who you are before you have a child, so that you can support your child's emotional growth and development.

Teenage Mothers: What Do They Really Want?

"The majority of those teenage pregnancies were not unwanted. Those young mothers had agendas, clear or unclear, thought-out or circumstantial...they seem to be of two distinct types. The first is the teenager from a poor, single parent family. Food stamps, unemployment, unpaid rent, no car or telephone, total reliance on the welfare system–these are the facts of life for her. Growing up with no hope for the future, she can't imagine holding a good job, much less ever being a valuable member of society. Then she becomes pregnant. She sees a potential change in her life situation. After all, what she's had has not been so wonderful. Almost any change could be for the better. Why not pregnancy? She has little else to look forward to.

The second type is the teenager who's had a revolving cast of people taking care of her. Desertion, alcohol and drugs, physical abuse, and often just plain desperation describe her home setting. She's had to make frequent changes in the people she relates to. Along comes the prospect of a child of her own. The youngster decides this may be the only constant human relationship she will ever experience. Why not have the baby?..."

Queenan, J. T. (1987). Teenage mothers: What do they really want? *Contemporary OB/GYN , November* , 7-8.

Your Journal

Assignment for Needs and Nurturing (Lesson 1):

- What are your needs as an adolescent?
- Identify who fulfills your needs, and how long you see them doing so.
- How do your needs as an adolescent mesh with the needs of a child (if you were to become a parent)?
- Would you choose to be an adolescent parent?
- Would you ever choose to be a parent? Why or why not?
- At what point in your life would you choose to be a parent?

Assignment for Emotions (Lesson 2):

- How do our feelings and our expressions of our feelings affect others: our friends, children, parents, grandparents, teachers?
- How do other's feelings affect us?

Assignment for 'Good' Behavior (Lesson 3):

- What are your standards for good behavior?
- Where have you acquired these standards?
- How have Scouts, athletic activities, dance, church, parents, extended family, teachers, school, peers affected your standards for good behavior?
- What goals do you have for yourself?
- What goals do people have for you? (Who are those people, specifically?)
- If you are a parent, how have your personal goals changed?
- If you are a parent, what goals do you have for your child?

Assignment for Myths and Realities (Lesson 4):

- Write in your journal five myths and the corresponding realities of parenting.
- How has today's lesson influenced your feelings about teen parenting?

Unit 3
Providing A Positive Environment for Development: Conception to One Year

Unit Overview

This unit provides an overview of human development from conception to one year.

The process of conception is reviewed. The students explore the relationship between the Child's Bill of Rights (Unit 1, Lesson 2, Part 1) and preconception nutrition and prenatal care. A decision matrix facilitates a discussion about relationships and decisions. Abstinence and other family planning methods are explored. Prenatal development and the changes that occur in a woman's body throughout pregnancy are discussed. Through anecdotal material and Diamante poetry students explore the feelings of a parent.

A table piled with supplies for the newborn and a video are the two strategies used to begin the second lesson. Newborn development, feeding, and needs are described.

A video provides information about developmental changes in the first year. An activity called "**How These Babies Do Grow!**" facilitates the discussion.

Observing a one-year-old child(ren) (or younger) makes the concepts presented in this unit more meaningful to the students. Following the observation, students write a report and record an anecdote of the child's behavior.

Unit Outcomes

At the end of the unit, students will

1. ★ describe the decisions interpersonal relationships require;
2. ★ recognize the interrelationship between the mother's health and lifestyle and the health and development of the zygote/embryo/fetus;
3. identify the relationships between the newborn having its need for food, security, cleanliness, and warmth met and the newborn's perception of self later in life;
4. describe the changing feelings of being a new parent during the child's first year;
5. ★ recognize the interrelationships among the physical, social, emotional, and cognitive development of a child from newborn to one year of age; and
6. ★ recognize the interrelationship of the parents' roles and responsibilities and the physical, social, emotional, and cognitive development of a child.

Unit 3
Providing A Positive Environment for Development: Conception to One Year

Lesson 1: Pregnancy

Focus Questions

- What decisions related to interpersonal relationships are considered?
- What are the three stages of prenatal development?
- What effect do the activities and eating habits of the mother have on the development of the embryo and fetus?
- Does a child's right to proper nutrition, healthful and safe living conditions, and medical care extend to the prenatal period of development? Why?
- What feelings might both parents experience during pregnancy?

Lesson Synopsis

This lesson is divided into four parts and is suitable for teaching on four concurrent days.

Part 1
Students review facts of conception. In classroom discussion, they explore the relationship between the Child's Bill of Rights (Unit 1, Lesson 2, Part 1) where it states: "The right to proper nutrition, healthful and safe living conditions and curative medical care" and various issues. These issues are preconception nutrition and health of parents, use of drugs during pregnancy and while breast feeding, exposure to genital herpes at birth, exposure to HIV infection and AIDS in utero or during breast feeding, and low birth weight. Completing a decision matrix facilitates a discussion about relationships and decisions.

Part 2
Students evaluate samples of birth control methods. Using case studies, they apply birth control information and earlier acquired decision-making skills to help "clients" make decisions in relationships.

Part 3
The students review the early signs of pregnancy and discuss how pregnancy tests work. The three stages of prenatal development are studied.

Part 4
The students discuss changes in a pregnant woman's body and the feelings she may experience during pregnancy. Students participate in reading anecdotal material aloud and writing Diamante poetry about feelings of fathers and mothers.

Basic Concepts

Abstinence from sexual intimacy is one method to prevent conception from occurring.

Individuals have the responsibility of deciding if they will be sexually involved with members of the opposite sex.

Methods of family planning available to men and women vary in their effectiveness, ease of use and cost.

Unprotected sexual intercourse can result in conception.

Determining pregnancy usually requires a medical test, but there are "clues" one may know for oneself.

The use of drugs, alcohol, and cigarettes by a pregnant woman can adversely affect the health of the fetus.

Pregnant women require good nutrition, rest, exercise, and prenatal care.

There are three stages to prenatal development: zygote, embryo, fetus.

Hormone changes may mean the pregnant woman experiences a wide range of feelings.

Objectives
Following this lesson, the students will
Part 1, Activities 1 and 2
1. ★ explain the process of fertilization;
2. describe the effects of a woman's use of drugs, alcohol and cigarettes have on the pregnancy;
3. discuss the health factors important during pregnancy: food, exercise, rest, medical supervision;
4. describe the decision process involved in interpersonal and intimate relationships and sexuality.

Part 2, Activities 1 and 2
1. ★ explain how family planning methods function, their effectiveness and ease-of-use.

Part 3, Activities 1 and 2
1. ★ give examples of early signs of pregnancy;
2. ★ explain how pregnancy tests work;
3. ★ describe the three stages of prenatal development; and
4. ★ explain the need for regular prenatal care.

Part 4, Activities 1 and 2
1. explain the changes that occur in a woman's body during pregnancy;
2. identify the psychological changes common during pregnancy; and
3. describe the feelings of parents.

Background Information
Some aspects of pregnancy are part of the natural process over which the mother has no control. However, she can control several lifestyle factors that may improve her health and the health of her baby.

Good general health *before* pregnancy may help her cope with the stress of pregnancy, labor, and delivery. It may also help ensure that neither the mother nor her baby is exposed to things that could be harmful.

Many women do not know they are pregnant until the 5th, 6th, or even 8th week after conception. These early weeks are some of the most significant ones for the embryo because it is during this time that the body and internal organs are formed. Alcohol, cigarettes, and drugs may interfere with growth during this period.

Children who are born to women who drink heavily during pregnancy are often born with a pattern of physical, mental, and behavioral problems called "fetal alcohol syndrome" or a less serious form referred to as "fetal alcohol effect". Babies who are born with F.A.S. or F.A.E. do not grow out of it or "catch up" . They are born with physical, mental and behavioral problems with which they and their parents will live for the rest of their lives.

Several factors can lead to low birth-weight babies. Low birth-weight babies may face serious health problems during the newborn period, and are at increased risk of long-term disabilities such as mental retardation, cerebral palsy, impaired lungs, sight and hearing impairments. Low birth weight can be avoided if the mother receives early and regular prenatal care, eats a balanced diet, gains enough weight, and avoids the use of cigarettes, alcohol, and non-prescription drugs.

Low income and lack of education may also place a mother at increased risk of having a low-birth weight baby because she may be unable to afford proper health care and food. Further, women under 17 years of age are at increased risk of having low birth-weight babies. Teenagers may not know about good health habits and their bodies may not be mature enough to fully support prenatal development. Unmarried women who are likely to experience stress and other

social, economic, and psychological disadvantages also are at increased risk of having low birth-weight babies.

Genital herpes is a sexually-transmitted disease that can have a devastating impact on the health of unborn and newborn babies. It is a virus that is similar to the ones that cause chicken pox and shingles. The symptoms are small blisters that appear in the genital area. These blisters itch and become painful, leaving painful ulcers. About 1500 to 2200 new cases of genital herpes occur each year in newborn babies. When a woman has an active primary herpes infection, her baby is at 50 percent risk of acquiring the infection during vaginal delivery. The symptoms of herpes infection in the newborn are skin and mouth sores and eye infections. However, herpes infections in newborns often spread to the brain and many internal organs. Even with treatment, about half of these infants die or develop serious brain damage.

HIV infection and AIDS are growing threats to women. About one-third of the time, the virus is passed to the fetus during pregnancy. Most infected babies die within 3 years after birth. Because the virus can be passed across the placenta before birth, it makes no difference whether the baby is born through the vagina or by cesarean delivery. A mother who is breast feeding may infect her infant after birth because the AIDS virus is present in breast milk.

The process of fertilization is a complicated series of physiological events. In the woman, about every 28 days an egg is released from one of the ovaries into the nearby fallopian tube. Once the egg is in the tube, it moves slowly toward the uterus. If a man's sperm does not fertilize the egg while it is in the tube, the egg continues down the tube to the uterus and is absorbed by the body. Pregnancy is most likely to occur when the woman has unprotected sexual intercourse during or near the time of ovulation. It is not necessary for a woman to reach a climax to become pregnant. During this intercourse, when the man ejaculates, his sperm are released into the vagina. They travel up through the cervix, into the uterus, and out into the fallopian tubes. If live sperm meet a ripe egg in one of the tubes, fertilization may occur. The ripe egg can survive only about 12-24 hours, but sperm normally can live 2-3 days or longer. The fertilized egg then moves through the tube into the uterus and becomes attached there to grow and develop.

If fertilization does occur, the developing placenta which nourishes the fetus in the uterus, produces the hormone hCG. This is the hormone measured in pregnancy tests, in either the blood or urine.

Becoming a parent is a major commitment filled with challenges, rewards, and choices.

Material and Equipment Needs

1. VCR/TV
2. Overhead projector
3. Clear transparency, pen
4. Chalkboard

Advance Preparations

1. Rent video "Look Who's Talking" with John Travolta and Kirstie Alley, 1989, or the alternate video: "Miracle of Life".
2. Make copies of the handouts:
   - "Male Reproductive Organs"
   - "Female Reproductive Organs"
   - "Decision Matrix"
   - "Family Choices"
   - "Case Studies"
   - "Three Stages of Prenatal Development"
   - "Changes in a Woman's Body During Pregnancy"
   - "Feelings of the Father"
3. From the master make a transparency:
   - "Decision Matrix"
4. Borrow examples of birth control methods from a health teacher, school nurse, or a hospital health educator or borrow a "Contra-Kit" from Planned Parenthood.
5. Fill a plastic bag with 8 pounds of flour.

6. Acquire a walnut in a shell or another object of the same size (lump of clay or play dough, smooth rock)
7. Borrow or purchase life-size models of a developing embryo or fetus from Planned Parenthood, or the AEA.
8. Borrow colored charts showing development during pregnancy.

Part 1
Decisions

Lesson Development
Introductory Activity
"Look Who's Talking"
(5 minutes)
Rent the video "Look Who's Talking" and view the conception scene at the beginning of the film (or view "Miracle of Life").

Activity 1
"Prenatal Health"
(20 minutes)
1. Briefly review the basic facts of conception as well as the reproductive organs. See background section for information. Use the male and female reproductive organ sketches as handouts or transparencies for this review.
2. Ask students to refer back to the handout entitled "A Child's Bill of Rights" (Unit 1, Lesson 2, Part 1). Turn to Item 2 which reads as follows:

> *"The right to proper nutrition, healthful and safe living conditions and curative medical care."*

If a chalkboard is available, write this on the board, or use a transparency and overhead projector.
3. Discuss with the students the relationship of Item 2 of the Child's Bill of Rights to these issues:

- good preconception nutrition and health of both parents
- use of drugs (alcohol, over-the-counter, prescription, and cigarettes) during pregnancy
- exposure to genital herpes at birth
- exposure to HIV infection and AIDS in utero
- low birth weight

See background section for information related to the following questions for discussion:

- Does this right extend to a child's right to healthy parents at preconception, healthy prenatal conditions, as well as optimal conditions following delivery?
- How does the use of drugs including alcohol, over-the-counter, prescription, and cigarettes during pregnancy and while breast feeding affect a pregnancy and child?
- What may happen to a child who is born by vaginal delivery to a mother who has an active primary herpes infection?
- How can low birth weight affect the future development of a child?

Teachers who see a need for a more in-depth discussion of sexually-transmitted diseases than is covered in this lesson may want to take time to do so at this point.

Activity 2
"Family Planning Decisions"
(20 minutes)
1. Tell the students that they will use a decision matrix to think about decisions that friends make with other friends. Distribute the handout "Decision Matrix." Place the transparency of the handout on the overhead and have a transparency pen ready.
2. Ask the students to list the types of friendships people their age normally have. Write these types in the boxes provided on the transparency. Have the students fill in their handouts, too, with boy/girlfriend, friends at school, friends on a team, friends at church, for example...Add more boxes as required.
3. Ask the students the following question:

- What decisions do these people make when they are together (where to go, what to do, what time to meet, what to wear, who to see)?

Under each box, write these decisions next to the black bullets provided.

4. Ask the students the following questions:

- How do boy/girlfriend decisions differ from other types of relationships?
- What decisions do they make that may be different than other types of friendships (how to be alone together, decide to have a sexual relationship, discuss abstaining from a sexual relationship)?

List those decisions with the others under that box.

- How do boy/girlfriends make these decisions?
- How *should* they make these decisions?
- How do you think boy/girlfriends could talk about these decisions?
- Boy/girlfriends have the responsibility to make this decision: Should they become sexually involved with someone of the opposite sex?
- What pressures are there to become sexually involved with the opposite sex?

5. If they have made the decision to have a sexually intimate relationship, then what decisions should be made next? To use a birth control method, or not? Which method to use? Which method worked best for them? Which method is the easiest to use? Which method is the most effective?) Write these decisions down on the matrix. Add dots as needed.
6. Discuss with the students the complexity of this decision-making process.
7. Preview tomorrow's lesson with the students.

Closing
(5 minutes)
Summarize by asking the students:

- What are the big ideas we discussed today?

Review basic concepts:

The use of drugs, alcohol and cigarettes by a pregnant woman can adversely affect the health of the fetus.

Pregnant women require good nutrition, rest, exercise, and prenatal care.
Abstinence from sexual intimacy is a method of family planning.

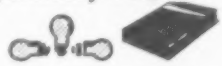
Individuals have the responsibility to decide if they will become sexually involved with members of the opposite sex.

Methods of family planning available to men and women vary in their effectiveness, ease of use, and cost.

Unprotected sexual intercourse can result in conception.

Part 2
Decisions

Lesson Development
Introductory Activity
"Review the Decision Matrix"
(5 minutes)
Review the Decision Matrix transparency completed in yesterday's lesson.

Activity 1 
"Evaluate Samples"
(20 minutes)
1. Ask students to break into their small groups. Distribute samples of birth control methods with manufacturers' instruction information and handout "Family Choices".
2. In groups students look over each sample and read the instruction information. Complete the chart as a group. This is a technical reading activity. Do students understand the instructions?
3. Bring the class back together to share small group answers for group discussion.

(Optional -
During the discussion and using anatomical models, demonstrate how each method is used.)

Activity 2
"Case Studies"
(20 minutes)
1. Ask students to return to their groups. Distribute handout "Case Studies."
2. In groups students read each case study and write responses. Ask students to appoint a recorder to keep track of the responses. Use a second piece of paper as needed.
3. Return to the large group. Ask each group to share their responses. Discuss.

Closing
(5 minutes)
Summarize by asking the students:
- What are the big ideas we discussed today?

Review basic concepts.

Individuals have the responsibility of deciding if they will be sexually involved with members of the opposite sex.

Abstinence from sexual intimacy is one method to prevent conception from occurring.

Unprotected sexual intercourse can result in conception.

Methods of family planning available to men and women vary in their effectiveness, ease of use and cost.

Other Idea
Some students may not be mature enough to handle birth control samples in small groups. The teacher may choose to lead a discussion using the handout as a basis, and the samples for illustration.

Alternate Activity 1
1. Purchase or borrow several brands of over-the-counter pregnancy tests.
2. Ask students to break into their small groups and distribute to each group one handout entitled "Over-The-Counter Pregnancy Test Kits/How Do They Rate?" and a pregnancy test kit.
3. Directions: Ask the students to examine their test kit and its instruction sheet and to look for the following:
- price of the test kit
- time of day that test is to be administered
- how it is administered
- how easy it is to administer
- how easy it is to read and follow the instruction sheet
- how easy it is to read the results

Explain the rating handout to the students. Ask the members of each group to appoint a recorder to keep track of their ratings for each test kit. Ask each group to rate every test kit.
4. Bring the class back together, ask them to turn in their rating sheets, and discuss their findings. Have one or two students evaluate the rating sheets during the discussion so that the class decides which test is the most usable and affordable.

Homework (or in-class activity)
Write in your journal responding to this question:
- Using the classified ads in the newspaper and/or the yellow pages of the telephone book, make a list of six sources of support in your community (or a nearby community) or county for people who think they are pregnant.Write these in your journal. Think of people in your life who would be supportive and list their names.

Part 3
Pregnancy

Lesson Development
Introductory Activity
"The Walnut and The Eight Pound Bag of Flour"
(5 minutes)
1. Hold up both objects and have the students guess the relationship between these two objects. Tell the students that the embryo develops from the size of a walnut to the size and weight of this bag of flour in the mother's body within nine months of development. The mother's

body nurtures and sustains the growth of the fetus.

Activity 1

"Early Signs of Pregnancy & Pregnancy Tests"

(20 minutes)

1. Write on the board the early signs of pregnancy, and discuss these signs with the students.
2. Discuss with students how pregnancy tests work. See the background section for information.

Alternate Activity

You may choose to call in a pharmacist or school nurse as a guest speaker to cover this topic.

Activity 2

"Three Stages of Prenatal Development"

(20 minutes)

1. Use handout "Three Stages of Prenatal Development" to review with students the development of the zygote, embryo and fetus. Discuss the following question:

- Why is good nutrition prior to conception and a drug free lifestyle important to the development of the embryo ? (This stage is the first eight weeks of pregnancy, when most women are not even aware they are pregnant. Muscles, bones, organs and other body parts are beginning to develop at this stage.)
- Why is good prenatal care important?

Alternate Activity

1. Borrow or purchase plastic, life-size models of the developing embryo and fetus throughout the pregnancy, review as above. Sources: Planned Parenthood, local AEA.
2. Borrow colored charts clearly showing the development of the pregnancy to use with discussion.

Closing

(5 minutes)

Summarize by asking the students:

- What are the big ideas we discussed today?

Review basic concepts.

Determining pregnancy usually requires a medical test, but there are "clues" one may know for oneself.

The use of drugs, alcohol, and cigarettes by a pregnant woman can adversely affect the health of the fetus.

Pregnant women require good nutrition, rest, exercise and prenatal care.

There are three stages to prenatal development: zygote, embryo, fetus.

Part 4
Changing Feelings

Lesson Development

Introductory Activity

"25 pounds"

(5 minutes)

1. Write on the chalkboard "25 pounds." Ask students to brainstorm their feelings about gaining 25 pounds. Write their responses on the chalkboard.

Activity 1

"The Woman's Body During Pregnancy"

(20 minutes)

1. Using the handout entitled "Changes to a Woman's Body During Pregnancy", discuss the changes the woman's body experiences during pregnancy as well as how her feelings may change.

Alternate Activity 1

"The Parent Pack"

1. Experience how the weight gain of pregnancy affects physical movement. A 5-10 lb. bag of flour (put in a second bag for security) carried in front or a backpack filled with 25 pounds and weighed, then worn on the front of the body will help the students experience the weight gain of pregnancy. If you have a stairwell available, have the students climb the stairs and experience the difference these additional weights put on different parts of the body. Discuss the physiological changes of gaining 30 pounds.
2. Write a paragraph describing discomforts and frustrations experienced in the Parent Pack activity.

Alternate Activity 2

1. Purchase or borrow an "Empathy Belly." This pregnancy simulator is a weighted garment that males and females put on to experience pregnancy symptoms. For information, contact the following source:

Birthways
P O Box 2069
Vashon, WA 98070-2269
(800) 882-3559

2. Experience "The Parent Pack" Activity using the "Empathy Belly."

Activity 2

"Feelings of the Father"
(20 minutes)

1. People often talk, think about, and are sensitive to the feelings of the pregnant woman. In this activity, we will explore the feelings of the father. Using handout entitled "Feelings of the Father" read these anecdotes aloud and discuss the feelings. Ask the class for feelings they would expect a future father to experience.
   - How would the feelings be different for an unexpected, unplanned pregnancy than a planned pregnancy?

2. Using the Diamante poetry format from Unit 2, Lesson 2, and as an individual task, ask students to write two poems, one from the mother's point of view and one from the father's. Turn in for credit or use this activity as a journal entry.

Closing

(5 minutes)
Ask the students:
- What are the big ideas we covered today?

Review basic concepts.

Pregnant women require good nutrition, rest, exercise, and prenatal care.

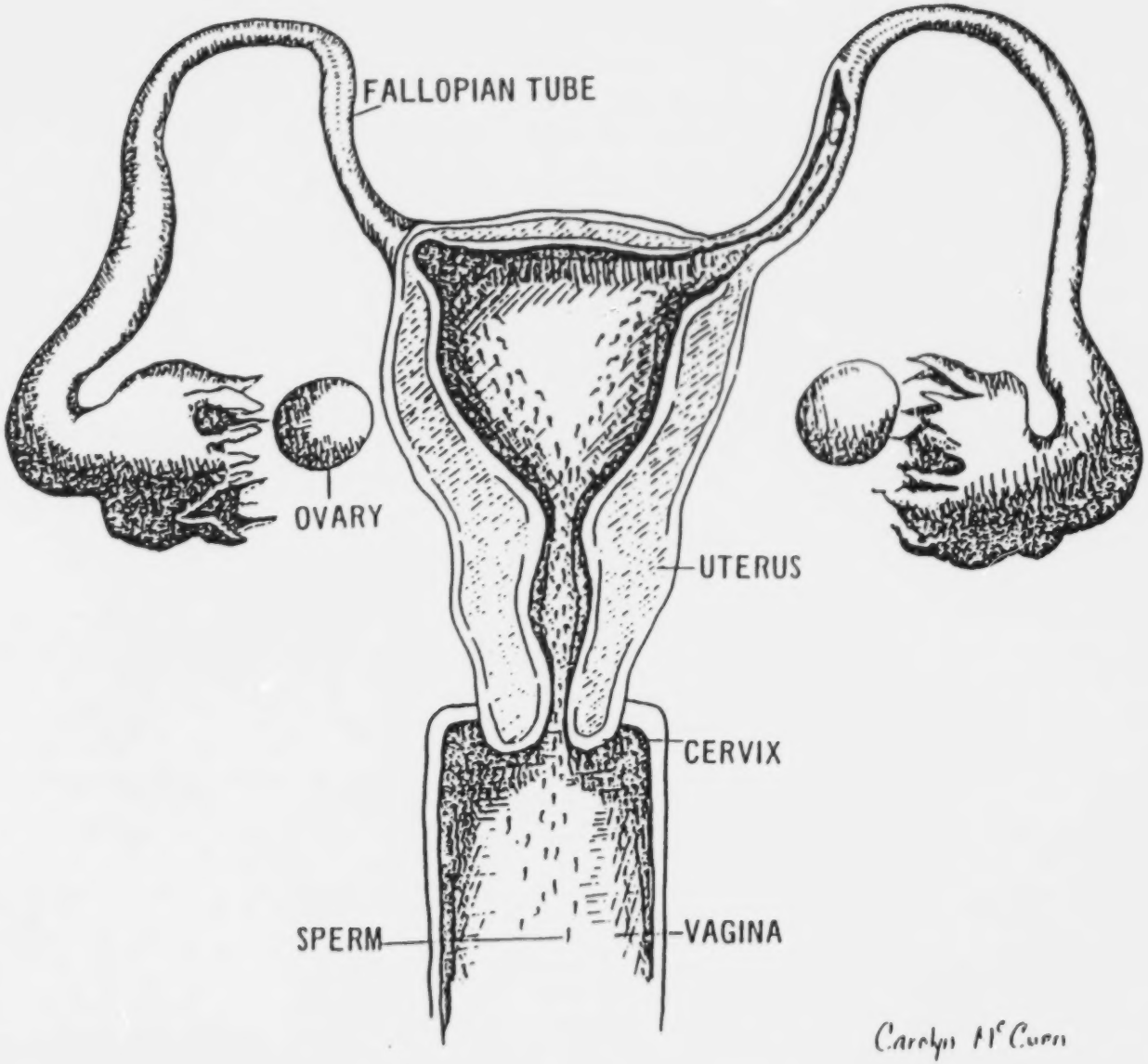
Hormonal changes may mean the pregnant woman experiences a wide range of feelings.

Homework

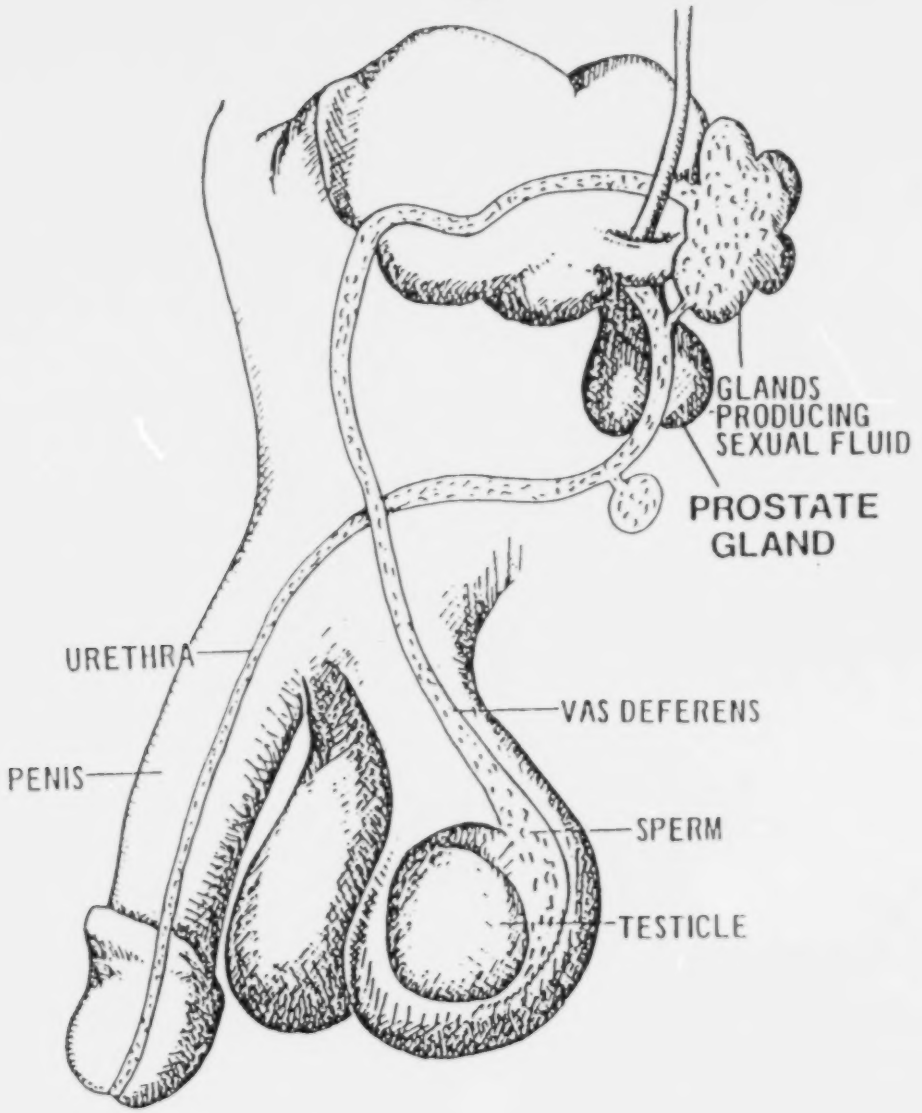
Write in your journal responding to this question:
- What changes do you need to make in your present lifestyle (nutrition, health, exercise, sleep, travel) to be healthier?

Enrichment Activities

1. For extra credit, ask the students to create a list of local facilities that teach pregnancy and childbirth classes.



Carolyn McCuen



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Carolyn McCuen

Decision Matrix

Spending Time with Friends

~~Types of Relationships~~

Decisions	Decisions	Decisions	Decisions
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Family Choices

Directions:
In your group, read the manufacturer's instruction information for using the family planning method.
Then, for each method, fill in the chart below.
Complete the chart for each method before looking at the next method.

Name	Source	Costs	How Does It Function?	How Is It Used?	Ease of Use	Cooperation Required	Health Issues Involved?

Case Studies

Directions: As a group, read the following case stories and write a response to them. Use a second piece of paper for additional responses.

Case Study 1: You are a counselor in a family planning clinic. Mario and Gloria are patients of yours and they have come to you because they want to have a sexually intimate relationship. They have attended a class at school about family planning and decision making...They have decided against abstinence as a method of family planning. They want a method that is easy to use and doesn't "get in the way." Mario really doesn't want to wear a condom. Write below what you would say to Gloria and Mario if you were counseling them about family planning methods, to help them make their own decision.

Case Study 2: You are still a counselor in the clinic. Another couple comes to you, Michael and Sarah. They are married and their religion teaches them that the only form of family planning that is allowed is the natural family planning method. They have heard about it, but need further information to be prepared to use it properly and accurately. They don't feel ready for a family yet. Write below what you would tell Michael and Sarah about the natural family planning method.

Case Study 3: You are at the clinic seeing a new client, Susan. She is a single woman who is interested in beginning a relationship with a man she finds attractive. She has come to the clinic for information to help prevent pregnancy. Write below the dialogue you imagine that you would have with Susan to help her make her own decision.

Case Study 4: Jimmy and Clarice are sitting at your desk, asking you what they should do. They are very much in love, but have been raised to believe that premarital intercourse belongs in marriage. They wonder if there is a method that they can use that promises 100% prevention of conception. They tell you that if they don't get pregnant, then they could make everything all right. What would you tell them that would help them decide what to do?

Date:_____

Group Members:

_____
_____
_____
_____
_____

Over-The-Counter Pregnancy Test Kits
How Do They Rate?

Directions: Write the information for each test as requested. Rate each pregnancy test on a scale of 0-5, 0 = information not included on package, 1 = most difficult to use (or most expensive), 5 = easy to use (or most affordable). Circle the number of your rating.

		Rating
1.	Name of test:	
	Price of test: $	0 1 2 3 4 5
	Time of day that test is to be administered	0 1 2 3 4 5
	How it is administered	0 1 2 3 4 5
	How easy it is to administer	0 1 2 3 4 5
	How easy it is read the instruction sheet	0 1 2 3 4 5
	How easy it is read the results	0 1 2 3 4 5
2.	Name of test:	
	Price of test: $	0 1 2 3 4 5
	Time of day that test is to be administered	0 1 2 3 4 5
	How it is administered	0 1 2 3 4 5
	How easy it is to administer	0 1 2 3 4 5
	How easy it is read the instruction sheet	0 1 2 3 4 5
	How easy it is read the results	0 1 2 3 4 5
3.	Name of test:	
	Price of test: $	0 1 2 3 4 5
	Time of day that test is to be administered	0 1 2 3 4 5
	How it is administered	0 1 2 3 4 5
	How easy it is to administer	0 1 2 3 4 5
	How easy it is read the instruction sheet	0 1 2 3 4 5
	How easy it is read the results	0 1 2 3 4 5
4.	Name of test:	
	Price of test: $	0 1 2 3 4 5
	Time of day that test is to be administered	0 1 2 3 4 5
	How it is administered	0 1 2 3 4 5
	How easy it is to administer	0 1 2 3 4 5
	How easy it is read the instruction sheet	0 1 2 3 4 5
	How easy it is read the results	0 1 2 3 4 5

The Three Stages of Prenatal Development: Zygote, Embryo, and Fetus

Prenatal development begins when the male sperm enters the body of the female and unites with her egg or ovum. The moment when the egg and sperm unite is referred to as conception. The three stages of prenatal development are the stage of the zygote, the stage of the embryo, and the stage of the fetus.

Zygote

A new cell is formed when the sperm and the ovum unite. This new cell is called a zygote. The zygote divides rapidly, first into two cells, then four cells, then eight cells, and so forth until after five days, the zygote has divided into a small mass of about 500 cells. Within approximately eight days after conception, the zygote attaches to the lining of the mother's uterus. The zygote traveled down the fallopian tube of the mother to reach the uterus. The uterus is lined with blood vessels. By the end of the stage of the zygote, approximately two weeks after conception, the zygote has begun its development into a composition of cells with a hollow center.

Embryo

The second stage of prenatal development is referred to as the stage of the embryo. This stage lasts about two months beginning when the zygote attaches itself to the wall of the uterus. The mass of cells is now called the embryo. It is enclosed in an amniotic sac. The purpose of the amniotic sac is to cusion and protect the embryo. What the mother eats and drinks, the embryo ingests because the embryo receives nutrients and oxygen through the umbilical cord, which connects the placenta to the embryo. The placenta developed from the tissue that connected the embryo to the wall of the uterus. During the stage of the embryo the central nervous system begins to develop, blood vessels and the stomach begin to form, and the heart develops and begins to beat. The brain develops at a rapid pace and eyes, lungs, arms and legs start to emerge. In this stage X-rays may show evidence of the embryo having arms, hands, legs, and feet. The embryo begins to resemble a human being even though it is only about one inch long.

Fetus

This is the third and final stage of prenatal development; the stage lasts from the ninth week following conception until the the baby is born. During this stage the fetus increases in size from the embryo which is approximately one inch in length to the size of the baby. The baby is approximately 50 times larger than the fetus. The fetus continually grows and matures during the seven months of this stage. The head, body, arms, and legs of the fetus grow rapidly and in this order. Organs including the brain develop; the heart pumps blood through a system of veins and arteries; breathing and digestion begin; and nerves and muscles develop. The fetus develops into a baby with eyes, ears, nose, fingernails, hair, and all the functions essential to living outside the mother's body at the time of birth.

Source: Hildebrand, V. (1994). *Parenting: Rewards and responsibilities*. Teacher's annotated edition. New York: Glencoe, 135-153.

Changes in a Woman's Body During Pregnancy

Early signs of pregnancy:

- She misses a menstrual period.
- Her breasts become tender and swollen.
- She needs to urinate more frequently than usual.
- She feels sick to her stomach or nauseous and may vomit, often in the morning.

First trimester (first three months of pregnancy-first 12 weeks):

- Her breasts continue to enlarge and are tender.
- She begins to gain weight (3-4 pounds).
- Her abdomen expands slightly to the embryo/fetus.
- She feels tired during the day and needs to take naps (the fetus is growing at a very rapid rate).
- The morning sickness (nausea or vomiting) may begin or may continue.
- She may experience mood swings (happy/energized to anxious/depressed/scared).

Second trimester (from week 13 through week 24-fourth month through sixth month):

- Since the fetus has growth from 3 inches long at 12 weeks to eight inches long at 16 weeks, her abdomen begins to enlarge dramatically. She will have gained another 3-4 pounds by the end of this trimester. By the end of the fourth month she may need to wear loose clothing.
- She no longer experiences the morning sickness of the first trimester
- She feels the flutters of the fetus moving within her (fourth or fifth month)
- She can see the fetal kicks through her clothing (six month)

Third trimester (from week 25 to birth-seventh month to birth):

- Her abdomen continues to expand for the fetus
- She feels pressure on her bladder, intestines, and diaphragm because of the growing fetus. She may have heartburn and be occasionally constipated. Exercise, whole grain breads and cereals, fruit and vegetables, fluids and small meals will help these conditions. She never takes a drug for any discomfort without her doctor's permission.
- During the last month of pregnancy, the fetus drops lower in her pelvis to prepare for birth. She will find it easier to breathe and digest foods following this drop of the fetus. This is called *lightening*.
- She has gained approximately 20-30 pounds during her pregnancy. She knows that it is important to gain weight during her pregnancy. The weight gain enables her body to nourish the developing baby. As she gains weight, her baby gains weight properly, as well. The weight gain break down is as follows:

6-8 lb.	baby
2 lb.	amniotic fluid
1-2 lb.	breast enlargement
5-7 lb.	fluid and blood volume
4-6 lb.	fat, protein and other nutrients
2 lb.	uterus
1 1/2 lb.	placenta

Feelings of the Father

"The biological fact is that it's your wife who is pregnant. The psychological fact, if you admit it to yourself, is that you are too. Becoming a father isn't pocketing a birth certificate, it's moving to a whole new place in life."

"Up until then we lived minute to minute. With a baby coming we began-at least more than before-to think about tomorrow, about where to live,what we wanted to do."

"She got to be perfectly pear-shaped. I'd see her standing that way in the bathroom. Sometimes it would be beautiful, sometimes ugly, and often just very funny."

"There is not only the fear of not being able to support her and a baby economically but also a lot of worry about becoming a person a child could like and respect. There will be this person who will need a lot from me emotionally and be able to see how I am as a person."

Used with permission: Boston Women's Health Book Collective. (1987). *Ourselves and our children: A book by and for parents*. New York: Random House, 34-37. © 1987 by Random House, Inc.

Unit 3
Providing A Positive Environment For Development: Conception to One Year

Lesson 2: The Newborn

Focus Questions
- What are a newborn child's reactions?
- What effect does the way a newborn is cared for have on the child's perception of him/herself in the world?
- What emotions do parents of newborns experience?

Lesson Synopsis
Students enter the classroom and see a display of newborn supplies. They are encouraged to look these over as they arrive and at the beginning of class. Through the viewing of two short videos and a discussion, the students are introduced to newborns, their development, feeding procedures, and needs. Reading and discussion of the poem "Where Birth Goes On Forever" by Constance Egemo helps the students empathize with parent's life-long feelings for their children.

Basic Concepts
While a newborn child has innate reflex reactions, the child is totally dependent upon the caregiver(s) for survival.

When, in a loving way, the newborn is fed, changed, bathed, and snuggled, the child learns trust and love that will affect the rest of his/her life.

New parents face a number of new emotions while caring for their newborn child.

Objectives
Following this lesson the students will
1. ★ describe the newborn's requirements for security, warmth, clothing, and everyday care;
2. define Erikson's concept of Trust versus Mistrust; and
3. describe the feelings of a new parent.

Background Information
It is assumed that the students understand the process of birth. If they do not, the teacher may want to add a lesson at this point.

Erikson's Theory of Personality Development has eight stages that encompass life from birth to old age. In each stage there is a central emotional task each person must master to be emotionally healthy. The first stage "trust versus mistrust" is from birth to approximately eighteen months. It lays the foundation for the individual to trust, love and feel secure. It is part of the "bonding" that must occur between child and parent, to enable the child to care about him/herself and develop relationships with others for his/her entire life. Trust is established through consistent attention to the infant's needs. A child cannot be spoiled by tending it's every need, responding to it's every cry, and by unceasing love. A newborn communicates by crying. Crying is the baby's language; one that gets a parent's attention and enables the baby to communicate with the world that cares for him or her.

Babies need many people showing love to them. Activities such as bathing, diapering, talking, singing, dancing, rocking, walking, and cuddling all show babies that they are loved.

The pamphlet "Consumer Choices: The diaper dilemma" is available from Iowa State University Extension. (See Unit 3 References.) It is a helpful resource with current information on single-use and cloth diapers, and includes a comparison

of the cost estimates of both types of diapering

The videos "Infant Development" and "Infant Health Care" are produced by Johnson & Johnson Company. The products they feature in the videos are their own. The teacher may need to clarify this fact for the students and name other similar products manufactured by other companies.

Alternate videos have been suggested. They are produced by Meridian Education and are available through Area Education Agency 11. Most are available for duplication. Allow several weeks for processing and shipping. Use the alternate videos the same way as the "Infant Development" videos. The teacher may choose to develop a video viewing guide for the alternate videos. Preview the videos before showing.

Material and Equipment Needs

1. VCR/TV

Advance Preparations

1. Make copies of the handouts:
   - "Viewing Guide"
   - "Where Birth Goes On Forever," by Constance Egemo
2. Borrow the following items: disposable diaper, baby wipes, baby bottle, nipple, bottle liner, formula, onesie, newborn car seat, cradle, any additional items available relating to the supplies needed for a newborn. For the mother: nursing bra.
3. Borrow the following videos from your local curriculum resource center or your Area Education Agency (AEA): "Infant Development" and "Infant Health Care" by Dr. T. Berry Brazelton, (1987), Johnson & Johnson Company. Cue the "Infant Development" tape to the section *Your Newborn* (3:19), and the "Infant Health" tape to *Your Newborn* (2:22); be prepared to fast forward to 14:23 for one minute of *Breast Feeding*; continue viewing the *Bottle Feeding* section.
4. The following alternate series of videos are available for duplication through AEA 11:
   - "Child Development: Prenatal to Birth" (1993), Meridian Education, 13 minutes, #0061591 (lending only).
   - "Child Development: Birth to One" (1990), Meridian Education, 20 minutes, #0018799.
   - "Child Development: One to Three" (1990), Meridian Education, 20 minutes, #0018800.
   - "Child Development: Three to Five" (1990), Meridian Education, 20 minutes, #0018801.
5. Alternate series of videos: Touchpoints Videos starring Dr. T. Berry Brazelton, (1994).

Lesson Development
Introductory Activity

"Supplies for the Newborn"
(5 minutes)

1. Before students arrive in class, place the car seat and other supplies on a table in the center of the room. Encourage the students to look at these items before class begins. Take time to look at these things with them.
2. Ask the students to be seated and briefly discuss the supplies and equipment needs of a newborn.

Activity 1

"The Newborn"
(25 minutes)

1. Tell the students that they will view two videos on newborns and their feeding choices. They should watch for information on the reflex reactions inherent in newborns, and the reasons newborns are born with these.
2. Have the videos cued up to the sections noted in Advance Preparations. Show the videos, running the "Infant Development" tape first.
3. Discuss the following questions:
   - What are the reflex reactions present in the newborn at birth? In Dr.

Brazelton's opinion, why were they born with these?
- What senses do newborns have?
- How should a newborn be handled?
- Discuss Erikson's Theory of Personality Development, Stage One-Trust versus Mistrust

Alternate Activity 1
- Determine the cost of using disposable diapers for one week?

Alternate Activity 2
"Feeding Costs of a Newborn"
1. Ask the students to break into their small groups.
2. Ask the groups to figure out the cost of feeding a newborn formula for one week. Provide the students with the following information: costs of a container of formula with the ounces of the container identified, the amount of formula the baby consumes in one bottle, how many ounces the baby requires a day, and the costs of the bottle, nipple, and liners.
3. Ask each group to be prepared to compare and contrast all aspects of breast feeding to bottle feeding. Ask students to speculate why mothers choose one type of feeding over the other.
4. Have each group report on their total cost figure.
5. As a class, compare and contrast all aspects of breast feeding to bottle feeding. Questions for discussion:
- Why do mothers choose one type of feeding over the other?
- Who helps the mother decide to breast or bottle feed?
- What are concerns that are common about breast feeding?
- What is "expressed milk"
- How can a mother return to work or school and continue to breastfeed a baby?
- Where can a mother go or whom might she contact to get help with breast feeding?
- Why should parents not substitute cow's milk for formula during the first six months?
- What is the safest method for warming a bottle and its contents?
- How should a baby be fed?
- What are loving ways to interact with a baby besides breast feeding?

Activity 2
"Feelings of the Parents"
(15 minutes)
1. Distribute a copy of "Where Birth Goes On Forever", by Constance Egemo to each student. Read the poem to students or have a student read to the class. Discuss the feelings expressed in this poem.

Closing
(5 minutes)
Summarize the lesson by asking the students:
- Why is parenting a newborn an enormous and awesome task?
- How can parents make the experience more comfortable for both themselves and their newborn?

What were the big ideas discussed today? Review basic concepts.

Enrichment Activies
1. View the "The Delicate Balance" exhibit at the State Historical Society of Iowa Building in Des Moines, (515) 281-5111. Write a paper stating your position and justification of your position regarding the use of disposable or cloth diapers.
2. Purchase a "Baby Think It Over" doll to help students understand a newborn's needs and rhythms better. The doll contains an internal computer with a voice recording. The doll cries at random intervals and can be adjusted for sick, average, or easy sleep durations. Requires attention from the "parent," and comes in a variety of ethnic groups. Contact the folowing source for information:

Sheila Oium
Midwest Representative
P.O. Box 243
Alma, WI 54610
Ph: 608-685-4569
FAX: 608-685-4589

Viewing Guide

Directions: Use with the videos: "Infant Development" and "Infant Health Care" Dr. T. Berry Brazelton, (1987), Johnson & Johnson Company. Write your answers to the questions below in the space provided.

1. What are the reflex reactions present in the newborn at birth?

2. In Dr. Brazelton's opinion, why were newborns born with reflex reactions?

3. What senses do newborns have?

4. How should a newborn be handled?

Where Birth Goes On Forever

Four months pregnant
when you first leaped inside me;
no small tremor
but the acrobatics of a well-hooked fish.
I held my belly, for the first time aware
that I wasn't alone in my body.
The strangeness of it distracted me for weeks.

In what a sea of forgetfulness
I trolled for you, my minnow, my wiley bass.
You had hardly a memory left
when I pulled you up from the school of the unborn,
slippery and blue as the sea,
stranded on earth almost against your will
with such beginners for parents.

When the shock of air hit you,
you thrust back your head, gasping,
struggling to get away.
Your voice, so high and piercing,
surprised you into stillness again.
What a wrinkled brow you had and trembling mouth.
What did you lose by coming here, love?

I couldn't get enough of looking at you.
Every whorl of your red-gold hair
was a hieroglyphic begging to be read.
And how finely you were made.
Your ears, pressed close to your head
by their long underwater confinement,
showed the most intricate workmanship.

Some days I'd catch you watching me
as though your curiosity equalled mine.
And you slept with such pure abandon,
chin raised, arms over head,
as though to fling yourself into sleep.
Can it be true we've lived in separate bodies
these many years since then?

Or have you ever left my body at all?
The other day I heard a child cry "mommy"
in the voice you used to have
and I turned without thinking,
the untamed fish of you leaping again
as though part of life can be lived outside of time
and birth goes on forever.

Constance Egemo

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Unit 3
Providing a Positive Environment for Development: Conception to One Year

Lesson 3: The First Year of Life

Focus Questions
- What are the developmental changes an infant experiences in his/her first year of life? How do these changes affect how the infant perceives the world?
- How can parents become more comfortable with their infant?

Lesson Synopsis
Upon arrival in the classroom, students look at and handle supplies needed by a baby during the first year of life. Through the viewing of selected portions of two videos, and doing an activity called "**How These Babies Do Grow!**", the students gain a basic understanding of the developmental changes in the first year of life.

Basic Concepts
During their first six months, infants require primarily liquid nourishment, gain approximately twice their birth weight, get their first teeth, need immunizations, and flourish under constant attention.

From the age of six months to one year a child learns to sit alone, crawl, recognize and intentionally operate his/her hands and work through the cognitive developmental stage of "separation anxiety" to "object constancy".

Objectives
Following this lesson the students will
1. ★ describe major developmental changes that occur in the first year of life;
2. list the changing nutritional needs from the newborn stage through the first year;
3. list the reasons for reading aloud to the child;
4. ★ explain the necessity for immunizations; and
5. define the terms "separation anxiety" and "object permanency"

Background Information
The **"How These Babies Do Grow!"** activity is an opportunity for the teacher and students to discuss the issues related to child raising during the first year. The teacher should include comments about the importance of
- reading to a child beginning at birth
- having regular well-baby check-ups and the necessity for immunization shots
- using car seats every trip and choosing the right size of car seat
- experiencing separation anxiety (when the child recognizes an unfamiliar face. Help the students understand that babies of this age are unable to recognize colors of skin, shapes of eyes, etc. Parents should begin early to help children appreciate the diversity of people on earth, yet recognize their developmental inabilities so as to not project meaning into the babies reactions.
- when the infant is ready for solid foods, all foods must be highly nutritious. Parents may enjoy salty and sweet foods and beverages; however, babies should never be given these. Babies need nutritious food for growth.
- fathers showing both their son and daughter physical affection and giving them sustained contact. Over the years this contact and physical affection will encourage the child's self esteem.

Material and Equipment Needs
1. VCR/TV

Advance Preparations

1. Make copies of the handout: "The Observation"
2. Borrow the video entitled "Infant Development" by Dr. T. Berry Brazelton, (1987), Johnson & Johnson Company; or alternate videos (see Lesson 2).
3. Borrow the following items for a child under one year old: car seat, baby food, baby cereal, clothing, diapers, toys, books.
4. **"How These Babies Do Grow"** packets (one for each group)
5. Prizes for the winning group
6. Glue (glue sticks) for each group
7. Scissors for the class

Lesson Development

Introductory Activity

"Supplies for the First Year"
(5 minutes)

1. As in Lesson 2, before students arrive in class, place the car seat and other supplies on a table in the center of the room. Encourage the students to look at these items before class and during the taking of attendance. Take a few minutes to look at these things with them.

2 Discuss the changes and similarities between yesterday's newborn supplies and today's supplies that are for a child older than a newborn, but less than one year old.

Activity 1

"The First Year"
(40 minutes)

1. Have the video "Infant Development" in the VCR and advanced to cue number 27:42 and the section entitled *"4 to 6 Months"*.

Infant Development

4 to 6 Months	27:42
6 to 9 months	36:01
9 to 12 Months	43:01

Be ready to stop the video at 47:10 (about 19 minutes).

2. Tell the students that this is one of the same videos viewed yesterday. This video shows infant development from four months through one year. Have the students watch the children closely, trying to remember the things they can do at certain ages. Ask the following question to stimulate their thinking: How do these developing abilities affect the parents and the household as well as the child?

3. Run the video.

4. Following the video, ask the students to break into their small groups.

5. Distribute the **"How These Babies Do Grow"** packets. Explain the activity to the students.

6. When the groups have made their choices and have glued or taped them down, have groups swap their developmental charts to enable checking for the most correct. Discuss with the students development during the first year of life; make clear the approximate ages for the stages of development and how the development may affect the parents and the household. Use this time to discuss the following questions:

- What effect does a father's nurturing have on a child?
- What effect does the onset of "object permanency" have on the parent?
- How can "separation anxiety" make a parent and child uncomfortable?
- When is a good time to begin reading to a child? What should you read?
- Why would child abuse occur at this age? (child clings, unable to walk yet is heavy, demands parent's attention due to separation anxiety, beginning to move around on own and can use hands to get into things that parents don't want touched.)

7. Give prizes to the members of the group that made the most correct choices.

Alternate Activity 1

"Research Article for a Magazine"

1. Distribute the assignment sheet "The First Year of Life."
2. Review it with the students, clarifying the due date and their options of assignments.

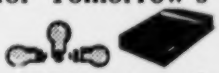
Closing

(5 minutes)

Summarize the lesson by asking the students:

- What were the big ideas we discussed today?

Review basic concepts.

"Preparation for Tomorrow's Observation" 

1. Tell the students of the preparations that have been made to invite a family to class tomorrow. The class will be observing the child(ren) in action.
2. Each student is to come to class prepared to observe the development of the child(ren). Use "**How These Babies Do Grow**" as an observation checklist.

Remind the students that the parent(s) may be nervous, and the child may be anxious about all the strangers in the room.

3. Hand out "The Observation" assignment and go over it with the students. Advise the students of the designated due date. Discuss the writing of an anecdotal observation. An anecdotal observation is

- a brief description of a single incident
- a factual description of the incident

An anecdotal observation records only what was seen with no inferences made. No attempt is made to interpret why a behavior occurred, or who initiated it, or why the person did it. Only record the behavior, or incident. Then identify the developmental stage the child is in, what may have caused the behavior, or incident observed. See handout "The Observation" for an example.

How These Babies Do Grow !!!

Directions: Cut out the words or phrases found on the attached sheet. As a group, discuss and arrange the words or phrases so they are in the column(s) under the age(s) that seems to be the most correct. (Hint: some words or phrases may be placed in more than one column!) Glue or tape down the pieces of paper. Yes, all babies and children are different! This is a general developmental chart!

4-6 Months	6-9 Months	9-12 Months

How These Babies Do Grow!!!

The following words and phrases are to be used in the activity **How These Babies Do Grow!!!**

Direction: Cut out the words or phrases. As a group, discuss and arrange the words or phrases so they are in the column(s) under the age(s) that seems to be the most correct. (Hint: some words or phrases may be placed in more than one column!) Glue or tape down the pieces of paper.

loves to be read to	sits with support
rolls over	walks
pulls self to standing	rolls over
holds arms up to be held	everything goes in the mouth
sits with support	everything goes in the mouth
loves to be read to	stranger awareness
has pincer grasp	stranger awareness
stranger awareness	crawls
sits with support	crawls
walks	object permanence
eats finger foods	sits alone
knows own name	points at things
crawls	sits alone
has pincer grasp	object permanence
switches objects from one hand to the other	sits with support

object permanence	loves to be read to
climbs up stairs	eats finger foods
loves peek-a-boo sits alone	points at things loves peek-a-boo
pulls self to standing	knows own name
waves bye-bye	'cruises' on furniture
has pincer grasp	drops and throws toys
knows own name	loves peek-a-boo
walks	climbs up stairs
'cruises' on furniture	loves to be read to
everything goes in the mouth	'cruises' on furniture
pulls self to standing	waves bye-bye
switches objects from one hand to the other	points at things
drops and throws toys	holds arms up to be held
climbs up stairs	waves bye-bye
eats finger foods	switches objects from one hand to the other
drops and throws toys	holds arms up to be held
stands and walks without help	

KEY

How These Babies Do Grow !!!

Directions: Cut out the words or phrases found on the attached sheet. As a group, discuss and arrange the words or phrases so they are in the column(s) under the age(s) that seems to be the most correct. (Hint: some words or phrases may be placed in more than one column!) Glue or tape down the pieces of paper. Yes, all babies and children are different! This is a general developmental chart!

4-6 Months	6-9 Months	9-12 Months
loves to be read to	loves to be read to	walks
sits with support	crawls	'cruises' on furniture
rolls over	has pincer grasp	points at things
everything in the mouth	object permanence	sits alone
stranger awareness	loves peek-a-boo	crawls
	knows own name	loves to be read to
	eats finger foods	stands and walks without
	switches objects from one	help
	hand to the other	pulls self to standing
	holds arms up to be held	climbs up stairs
	stranger awareness	drops and throws toys

The First Year of Life

Directions: Choose **one** of the assignments made in numbers one, two, three, or four below. Write an article for the magazine of not more than __ words on one of the topics described. This assignment is due (insert date).

1. Study three child care sites that are near your home. You are to visit or call the centers to determine the information requested.

   a. the availability and price of:
      - daily care
      - weekly care
      - monthly care
      - after work
      - after school care

   b. whether the center is willing to provide:
      - evening care
      - sick child care
      - holiday care

   c. the ratio of caregivers to children

   d. Would you send your child there and why or why not?

2. Study the price of all clothing, food, and supplies needed to care for a child during a specific week in its life. Choose an age (from newborn to one year) and provide reasons why you selected the particular age and week. The article must list the items, sources of prices, and reasons for choosing the items you believe must be purchased.

3. Study the welfare benefits available for low income mothers. The research for this article must include a visit to a local or nearby WIC site and also a visit to and interview of a social worker at his/her office. This article must include the financial and emotional aspects of the welfare benefits.

4. Explore the child care occupation. You have two options:
   a. study the occupation by reading materials available in the library to learn about the education required to work as a childcare provider, the salary or how much people are paid who do this type of work, the environment in which one would work, opportunities for advancement;
   - b. interview a day care facility supervisor to determine the information requested in a.

Unit 3
Providing A Positive Environment for Development: Conception to One Year

Lesson 4: Observing A Child

Focus Question
- What can I learn about observing a child ?

Lesson Synopsis
Students observe a small child to see the child's behavior and development and ask spontaneous questions of the parent. Homework is to write-up a summary of the observation and record an anecdote of the child's behavior, thus recognizing and identifying a developmental stage.

Basic Concept
Observing and recording anecdotal information of a child in activity provides an opportunity to spontaneously talk to the parents and to recognize stages of development in the child.

Objectives
Following this lesson the students will
1. observe a child while in the company of the parent(s);
2. describe in the form of an anecdote the behavior of a child observed;
3. match observed behavior to the particular stages of development that were discussed in Lesson Three.

Background Information
Request permission of parent(s) to tape the observation. Tape will be saved for a later use.

Advance Preparations:
1. Rug or blanket for the floor, toys, book, snack for child
2. Beverage, chair for parents(s)
3. Camcorder with tape to record observation (use this tape for another use later)
4. Make copies of the handout:
- "The Observation"
5. Organize visit and observation with a student parent(s) and child one year old or younger (from the high school day care facility?)
6. Thank you note ready for the students' signatures
7. Camera with film to take picture of event for magazine

Lesson Development
Introductory Activity
"Getting Settled"
(5 minutes)
1. Remind students of the assignment that is the follow-up on this observation.
2. Make the room comfortable for the guests. Ask the students to place their chairs in a circle, with a rug or blanket on the floor in the center of the circle as the child's play area.
3. Assign a student to be in charge of the tape recorder or camcorder for the entire observation. Begin the recording at the greeting.
3. Assign two student greeters to welcome the guests. The greeters' role is to meet the parent(s) and child and make them comfortable. Don't try to take the child from the parent! (Remember Separation Anxiety!!)
4. Greet the family. Have everyone move to be seated.

Activity 1

"The Observation"
(25 minutes)
1. Introduce the parent(s) and child to the class. Ask the parent to tell a little about themselves.
2. Observe the child(ren).
3. Make sure that the recording equipment is operating properly.
4. Ask spontaneous questions of the parent(s).
5. Remember to take their picture.

6. Thank the guests. Have designated greeters help them with their coats. Say good-bye.

Activity 2
"Wrap-up"
(15 minutes)
1. Review, discuss, clarify developmental stages. Discuss the visit.
2. Have students sign the thank you note.
3. Ask students to move their chairs back to their normal positions.

Closing
(5 minutes)
Summarize this lesson by asking the students:

- What was the big idea we covered today?

Review basic concepts.

Homework
Ask students to refer to their assignment sheet handed out yesterday. Have extra copies available. Verify that the students understand the assignment and the due date.

Journal Assignment
Write in your journal any new thoughts and insights you have about children and family following this observation.

Additional Activity
Ask the students to locate resources where people can find good, reliable, responsible babysitters.

The Observation

Directions for completion of today's observation:

Write an anecdotal observation of the visit.

An anecdotal observation is
a. a brief description of a single incident
b. a factual description of the incident

An anecdotal observation records only what was seen with no inferences made. No attempt is made to interpret why a behavior occurred, or who initiated it, or why the person did it. Record only the behavior or the incident.

Then, identify the developmental stage of the child observed.

The due date is (_____)

An example of an anecdote is as follows:

> Sara, age 3 was playing in the sandbox by herself. She was talking to someone whom I could not see. She was telling this person about going to the store where they would "buy Owyos and meowk an' sit with Sam on 'de bus an' eat 'dem awl up!"

The developmental stage observed:

Sara's behavior is an example of the "imaginary friend" stage of development.

Your Journal

Directions: Respond in your journal to the questions below for each lesson as indicated.

Assignment for Pregnancy (Lesson 1):

- Using the classified ads in the newspaper, and the telephone book, make a list of six sources of support in your community (or a nearby community) or county for people who believe they may be pregnant. Think of people in your life who would be supportive and list their names.

- What changes do you need to make in your present lifestyle (nutrition, health, exercise, sleep, travel) to be healthier?

Assignment for Observing A Child (Lesson 4):

- Write in your journal any new thoughts and insights you have about children and family following this observation.

Unit 3 References
Providing a Positive Environment for Development: Conception to One Year

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Unit 4
Providing A Positive Environment for Development: One Year to Eighteen Years

Unit Overview

This unit covers topics related to the growth and development of children ages 1-6, 6-12, and 12-18. Special emphasis is placed on Erik Erikson's Theory of Personality Development and Jean Piaget's Theory of Cognitive Development. As each of the stages are reviewed, the students examine ways to support healthy development from the perspective of a parent.

The students work with precut pictures from magazines and a wall mounted time-line to create a pictorial representation of a child's physical, social, and emotional growth and development in the first six years. The lesson focusing on the first six years concludes with an exploration of children's literature and the reading aloud of a children's book.

In the lesson covering ages six through twelve, the students participate in role play communication activities. As they act out the roles of parents and children, they learn about Erikson's stage of "Industry versus Inferiority."

Using Erikson's "Identity versus Role Confusion" stage in which adolescents are said to create their personal identity and establish independence, the students brainstorm ways they are developing their identities. Conflicts with parents are described. To explore both sides of the conflict issues, an Adolescent's Bill of Rights and a Parent's Bill of Rights is created. Role play activities of conflict and resolution are acted out. There is a short discussion about how parenting differs depending on the age of the child.

The final project for the course is introduced, discussed, and assigned. By writing a play, poem, TV script, short story, or newspaper article, students in groups or alone demonstrate an understanding of parenting, child development, positive parenting, and communication skills.

Unit Outcomes

At the end of the unit the students will

1. describe Erikson's Theory of Personality Development from the ages of one year through eighteen years;

2. describe Piaget's Theory of Cognitive Development from the ages of one year through fifteen years;

3. explain how these theories can be used to understand children and to become a more supportive and nurturing parent; and

4. ★ describe general growth and development patterns of children ages one year through eighteen years.

Unit 4
Providing A Positive Environment for Development: One Year Through Eighteen Years

Lesson 1: One Year Through Six Years

Focus Question

- How does the understanding of a child's growth and development patterns, Erikson's Theory of Personality Development, and Piaget's Theory of Cognitive Development help us become more understanding, supportive and nurturing parents?

Lesson Synopsis

This lesson is divided into two parts suitable for teaching on two consecutive days.

In part one the students work with precut pictures from magazines provided by the teacher and a wall-mounted timeline. The timeline creates a pictorial representation of the child's physical, social, emotional, moral, and cognitive growth and development in the first six years. Erikson's Theory of Personality Development is studied as it relates to ages one through six. The focus is on the stages of "Autonomy versus Doubt" and "Initiative versus Guilt". In addition, Piaget's Theory of Cognitive Development is covered with emphasis on the stages of Sensorimotor and Preoperational Thought. Students also learn how personality and cognitive development are woven through all stages of development.

In part 2 students brainstorm ways to stimulate the growth anddevelopment of children; then they participate in an activity using nursery rhymes and finger plays to demonstrate stimulation of development. The lesson concludes with an exploration of children's literature and the reading aloud of a children's book.

Basic Concepts

Toddlers generally learn to walk, talk, feed, dress, and go to the toilet themselves during ages one through three.

Toddlers like to experiment with new activities and discover and practice things they can do for themselves.

Toddlers learn to be autonomous from their parents.

Preschoolers learn initiative and enjoy the feeling of achievement and competence that follows.

The motor skills of preschoolers develop rapidly and their overall coordination improves during ages three through six.

Reading to, with, and around a child encourages cognitive and language development.

Objectives

In this lesson the students will

1. ★ summarize the physical, social, emotional, moral, and cognitive growth and development that occurs from ages one through six;
2. describe the stages of Erikson's Theory of Personality Development applicable to ages one through six;
3. describe the stages of Piaget's Theory of Cognitive Development applicable to ages one through six;
4. describe how reading contributes to a child's growth and development; and
5. describe the interrelatedness of all facets of the child's growth and development.

Background Information
For information on Erik Erikson, see handout included in this unit.

Jean Piaget (1896-1980), a Swiss biologist and psychologist, specialized in the study of cognitive development in children. Piaget conceptualized the following stages of cognitive development:

- Sensorimotor (0-2 years)
  sensori: five senses; motor: movement. The infant learns and acts according to what the senses perceive and the abilities of the body to control movement.
- Preoperational Thought
  (2-7 years)
  The toddler has evolved from a sensorimotor infant to a child who is increasingly able to think and develop language.
- Concrete Operations
  (7-11 years) The school-aged child's reasoning processes become logical and rational; thoughts relate to concrete objects and experiences.
- Formal Operations
  (11-15 years) The adolescent is able to apply logic to abstract and hypothetical problems.

An important concept is that people move through all stages of development at their own "speed"; some people move to the next stage more quickly than others; some people never move to the next stage of development. Each stage is contingent upon the previous stage.

For current and seasonal children's books, use your local library or bookstore as a resource.

Material and Equipment Needs
1. Glue sticks or tape

Advance Preparations
1. Make copies of the handouts:
- "Erikson's Eight Stages "
- "The Parenting Experience"
- "Infants, Babies, and Children"

2. Find and cut out magazine pictures of children involved in activities: reading, riding tricycles or bikes, hopping, skipping, jumping, playing with plastic bowls, stacking cups, folding towels, holding hands with a friend, playing together with a child, sitting on potty chair, learning to walk, crying, and hanging onto a parent.
3. Bring to class items such as tricycle, big wheel, children's books, crayons, things that will "nest" or other items that will stimulate children's development.
4. Locate children's book(s) that are current or seasonal; i.e., Halloween, winter, Valentine's Day, spring, animals, insects

Part I

Lesson Development
Introductory Activity
"The Parenting Experience"
(5 minutes)
Explain the new unit to the students.

Activity 1
"Timeline of Development'
(40 minutes)
1. Have a timeline drawn on a bulletin board or on a long piece of poster or newsprint paper taped horizontally to a wall. The timeline is entitled "Development For Ages 1-6". The time-line should be separated by vertical marks made on the timeline for each year. Label each year. Have magazine pictures cut out in advance. See Advance Preparations section for a list of picture ideas. Ask each student to choose a picture (or more, depending on supply), and place the picture at the point on the time line where the activity or behavior belongs.
2. Distribute "Erikson's Eight Stages" and "Infants, Babies, and Children". Look over the handouts with the students. Discuss and rearrange the pictures with the students' help, beginning at one year, so that the pictures represent all stages of development.
3. Discuss with the students the connection between the physical, social,

emotional, moral, and cognitive development. For instance:

- Toddlers develop independence by removing their own clothes, by becoming toilet trained, by saying "no" or demanding their own way, by learning to walk (away from Mom!), by wanting to go down steps on their own, using a spoon, drinking from a cup.
- Preschoolers exhibit initiative by playing alone, or sharing, by fixing their own peanut butter and jelly sandwich, by tying their own shoelaces.

Suggested questions for discussion:

- How might a parent with little understanding of the stages of development hinder a child's development at ages 1-3? At ages 3-6?
- How would you encourage moral development (understanding of right and wrong) without damaging healthy emotional development in a child ages 1-6?
- How could you speak to a child so that the child would not want to try things again?
- In what ways can you be a role model to a child ages 1-6? (moral development)
- How can you use "I...when" messages to communicate with a child? (For example: "I feel sad when you hit me. We don't hit people." "When you dump out the cat food, I feel upset. The cat food stays in the cat's dish."

Closing
(5 minutes)
Ask the students:

- What were the big ideas developed today?

Review basic concepts.

Part II

Introductory Activity
"Stimulation"
(10 minutes)

1. Bring to class items such as a tricycle, big wheel, children's books, crayons, things that will "nest" (bowls and measuring cups), ball.
2. Hold up or roll these things so the students can see them.
3. Ask the students how these toys contribute to the development of children.

Activity 1
"Get Those Kids Growing!"
(15 minutes)
1. Ask the students to break into their small groups. Ask each group to brainstorm a list of all the things you could do with a child aged either 1-3 or 3-6 to stimulate their various stages of development. (Half the class will have ideas for 1-3, the other 3-6.)
2. Bring the class back together and share group ideas. Double check these with the stages of development chart to reinforce the stages of development concept.

Ideas for discussion to facilitate transition into the following reading activity:

- How would you encourage toddlers and preschoolers to attempt activities on their own, so that they want to learn? What activities would they like? (rhymes, songs)
- What does learning a nursery rhyme or finger play teach a child aged 3-6? (The memory work stimulates the fastest developing part of the body, the mind or the child's cognitive development. Nursery rhymes and finger plays involve memory, hand and body movement, and music.)

4. Ask the students to demonstrate any finger plays that they might have learned as children or as babysitters.

Activity 2
"Reading!"
(20 minutes)
1. Tell the students that one of the activities toddlers and preschoolers love is "to read", to be cuddled and be read to and to do "reading" on their own.
Questions for discussion:

- Why do children love reading and books? (cuddling and snuggling, recognition of a loved voice, comforting presence)
- How does a parent begin to role model reading to a young child? (by the child observing the parent reading)
- Why should children be exposed to reading?
  (encourages their cognitive and language development; stimulates a love for sounds; helps them recognize shapes as symbols for letters, that letters group into words. This understanding becomes reading and writing skills. Helps children understand that reading takes their minds and imaginations places they can't go with TV or movies.
- Reading is a part of a child's cognitive development. Of what other types of development is reading a part?

2. Ask the students to choose one or more (depending on time available) of the books to be read. Either read the book aloud to the class or ask for a volunteer from the students.

- How does it feel to be read to?
- Why do people NOT read to their children?

Closing

(5 minutes)

Ask the students:

- What were the big ideas developed today?

Review basic concepts.

For tomorrow

Tell students that tomorrow's class will focus on people ages six through twelve. Tonight, observe people of that age, or look at a younger brother or sister or friend. Through what developmental stages are they passing? What do they like to do, and what do they do well? How do they think? How do they deal with friends? Be ready for discussion tomorrow with some observations or memories.

For further activities

1. Research by reading or talking to adults, then compare and contrast various points and positions related to the current debate of teaching children to read at an early age.

Erikson's Eight Stages of Development

Born in Germany, Erik Erikson (1902-1994) came to United States in the late 1930's. He was interested in the psychoanalytical approach to the study of personality development. He taught in several major universities and child guidance centers. He wrote several books and was a winner of both the Pulitzer Prize and the National Book Award.

Erikson's theory of personality development involves a model with eight stages of development. The eight stages begin at birth and continue on to death. It is important for each individual to master each stage of development for emotional health at present and as an adult. The ages assigned to each stage are approximate to reflect the unique growth patterns of human beings. Since human beings grow at different rates of speed, a delay is quite normal when moving from one stage to the next.

Stage 1: *Basic trust versus basic mistrust* (birth to 18 months)
This is the first stage and lays the foundation for later emotional growth. Trust is established by the rapid and consistent meeting of the infant's needs. When an infant's needs are met, the infant feels safe and secure. It perceives the world as a safe and loving place. It sees itself as a secure person. Babies who have been neglected ("too much cuddling spoils a child," "let him cry, he'll learn I won't jump whenever he cries") are insecure and fearful.

Stage 2: *Autonomy versus shame and doubt* (18 months to 3 years)
The toddler is beginning physical independence; walking, running, talking, toileting. The wise parent sees the "Terrible Twos" as a time of growing independence in the child. The parent should encourage the child as he/she seeks independence and self-sufficiency and help the child have a positive sense of self by using positive parenting techniques, providing household schedules, consistent love and affection.

Stage 3: *Initiative versus guilt* (3 to 6 years)
The preschooler uses his/her developing motor skills and independence to move out into the world. This stage finds the preschooler ready and able to start something on his/her own. The child enjoys the feeling of achievement and learns what he/she may not do. The child feels guilty about activities that parents may disapprove of.

Stage 4: *Industry versus inferiority* (6 to 12 years)
The child develops a sense of industry, to be productive, to practice skills and tasks beyond play. He/she learns the principle of work. The child can feel inadequate or inferior around friends and school-mates. The parent should provide a listening ear and supportive environment.

Stage 5: *Identity versus role confusion* (12 to 18 years)
Adolescents are concerned with how they appear to be in the eyes of others, and who they really are inside. They are searching for new and final life-long roles and identities. Role confusion is the frustration some adolescents experience when unable to decide their life-long work-related goal.

Stage 6: *Intimacy versus Isolation* (young adulthood)
Young adults are ready for intimacy, to commit themselves to relationships and partnerships. If they avoid these relationships, they may find themselves setting a life-long pattern of isolation, and alienation from others.

Stage 7: *Generativity versus Stagnation* (middle age)
Middle aged people are concerned with establishing and guiding the next generation (not necessarily their own children.) This stage also includes interest in work and ideas that "leave a mark" in the world. People who fail to pass into the generativity stage, find that they over-indulge themselves, as if they are children to be spoiled and are generally personally impoverished.

Stage 8: *Ego Integrity versus Despair* (old age)
Older people who have grown successfully through the previous seven stages have taken care of things and people and have adapted to their lives. They have accepted the responsibility of leadership. They have accepted their life and feel dignity in their lifestyle. Despair is a fear of death, and feeling that they did not do what they wanted to do with their lives. It may be seen as self-disgust or remorse.

Adapted from: Erikson, E. H. (1963). Childhood and society (2nd ed.). New York: W. W. Norton, 247-274.

Infants, Babies and Children
Standards of Growth and Development

At Birth:

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
Reflex behavior: • sucking • startle at loud sounds • grasping • swimming • "walking" motion when held upright Can see, hear, smell, taste sweet from sour, feel touch No control of neck, arms, legs, body, feet, hands Turns head in direction of sounds	Cognitive: Piaget "Sensorimotor Stage" 1st substage: "Reflex" (birth to one month) Infants learn to use their five senses and to use and control their muscle by sucking and grasping	Imitate faces, expressions

At 3 months

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
When laying on stomach infant can hold head and chest up for 10 seconds Swipes at objects just out of reach Turns head toward sounds Stares as faces and recognizes familiar ones	Cognitive: Piaget "Sensorimotor Stage", 2nd substage: "Circular-reaction": Infant combines reflex actions and works on muscle coordination. Infant shows more and more interest in the outside world. Infant loves to do things over and over.	Smiles on purpose

At 6 months:

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
Sit with support Sit alone for short periods Rolls over Explores world with everything in the mouth Can reach and bring things (to the mouth) Can switch objects from one hand to the other Holds up arms to be held	Cognitive: Piaget "Circular reaction": Infant explores world by putting everything in his/her mouth General Cognitive Development: Follows the direction of something that has "gone away"	Laughs, babbles, calls for help, screams

At 9 months:

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
Crawls, pulls self to a standing position by holding furniture and moves around room with furniture	Cognitive: Piaget "Circular-reaction" (see above for examples)	Points to things
Baby can sit alone	General Cognitive Development: Understands meaning of several words	
Eats finger foods		
Uses fingers to point, poke		
Imitates simple actions and loves peek-a-boo and pat-a-cake		
Waves bye-bye		
Knows own name		

At One Year

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
Stands and walks without help	Cognitive: Piaget "Circular-reaction": Baby drops toys and wants them picked up	Gives affection
Climbs stairs but has trouble walking down		
Climbs out of crib	General Cognitive: Understands the meanings of several words	
Drops and throws toys	Can imitate putting a block in a cup	
Has preference for right or left hand	Can imitate unwrapping a toy	
	Can imitate words	
	Remembers events and uses trial and error to solve problems	
	Understands that when things go out of sight, they still continue to exist	

12-18 Months

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
When walking, pulls a toy on a string	Cognitive: Piaget "Circular-reaction": Baby enjoys repeating things over and over...dropping things, pulling things, filling & dumping containers	Cooperates in dressing Holds own bottle or cup
Can sit in a chair	Looks at pictures in a book	Shows or offers a toy
Holds crayons or other things with a fist	Scribbles with pencil or crayon	
Walks haltingly	Uses spoon	
Can feed self	Drinks from cup	
Can stoop over and pick up an object	Will follow one or two directions: take a ball to... or give this to ...	

2-3 years

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
Walks with confidence	Cognitive: Piaget 3rd substage: "Mental Combinations":	Uses a spoon with dexterity
Can kick	The child begins to think about the effects of an action before acting on it. Begins to perceive self as an	Removes one piece of clothing, puts on some clothing
Runs with coordination	independent person, for very short periods of time	Imitates housework
"Throws" a ball	Shows interest and verbalizes using the toilet	Is a great helper
"Walks" a tricycle	Can tower 6-1" blocks	Can pour from a pitcher
Jumps with both feet	Can draw a vertical line when someone else draws one first	Washes and dries hands
Stands on one foot with one hand held	Moral: needs clear expectations of what is "OK" behavior and what is not, to guide the independence	Plays next to other children
Walks up stairs without someone holding hand Can walk on tiptoe	Moral: needs positive role models	

3-4 Years

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
Rides a tricycle	Says full name	Knows own sex
Alternates feet when climbing stairs	Can tower 8-10 1" blocks	Beginning to play with other children
Can broad jump	Can match colors	Unbuttons but not buttons!
Uses scissors	Has a sense of round, square, triangle shapes and can match them	Dresses with supervision
Swings and climbs	Copies a circle, line, cross with pencil	
	Puts together simple puzzles	
	Can nest smaller things in larger things	

4-5 Years

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
Runs well and turns	Can pick the longer of two lines	Can separate from mother easily
Can hop on one foot	Can copy a square with a pencil	Dresses with little supervision
Begins to skip		Buttons
Throws a ball well overhand		Likes "Dramatic" play, and make-believe
Alternates feet with going down stairs		Enjoys imagining with a doll

5-6 Years

Physical Development	Mental Development (Emotional, Moral, Cognitive)	Social Development
Skips on both feet alternately	Can copy a square or triangle from looking at a picture	Can dress alone
Can catch a bounced ball	Can say own age	Plays dress up
Can walk heel to toe on a line	Knows morning from afternoon	Enjoys elaborate imagining play
Gets first permanent molars	Draws a person with a body and 3-6 body parts	Does simple chores at home
Throws ball	Prints simple words	

Unit 4
Providing A Positive Environment for Development: One Year Through Eighteen Years

Lesson 2: Six Years Through Twelve Years

Focus Question

- What do children ages six through twelve need to support their physical, social, emotional, moral, and cognitive development as well as nurture their healthy development of their personalities?

Lesson Synopsis

The students learn about the physical, social, moral, and cognitive development of children ages six through twelve using observations and handouts and participating in discussions.

Basic Concepts

Children in middle childhood (ages six through twelve) develop by running, jumping, throwing, making friends and interacting with trusted adults, and learning to read and write.

Objectives

Following this lesson the students will

1. ★ summarize the physical, social, emotional, moral, and cognitive growth and development that occurs from ages six through twelve;
2. describe the stage of Erikson's Theory of Personality Development applicable to ages six through twelve;
3. describe the stage of Piaget's Theory of Cognitive Development applicable to ages six through twelve; and
4. describe the interrelatedness of all facets of the six through twelve year old child's growth and development.

Background Information

- Children usually begin first grade when they are about six. The child is adjusting to a new environment and transferring allegiance from parent(s) to teacher (an independence seeking move).
- Six year olds have more fears than any other age: animals, the dark, ghosts, people, natural disasters, machinery.
- Ten year olds love to learn and work with adults; they are helpful and happy people. They have best friends and love secrets. This is another sign of their growing independence from parents and their growing cognitive development.
- Learning skills is one of the most important facets of being six through twelve. Children develop skills in thinking, interacting with others, body movement, writing and drawing and reading. Learning to read is an important skill learned during this period.

Material and Equipment Needs

Chalkboard, dryboard, or overhead projector

Lesson Development

Introductory Activity

"School Age Children"
(5 minutes)

1. Remind students of yesterday's assignment to come to class prepared to share an observation or memory of six through twelve year old behavior. Ask the students the following question:

- What did you observe or recall about children ages six through twelve? (They are capable of a wide range of abilities. Six years is a wide span of growth.)

Activity 1

"The Child Ages Six through Twelve"
(15 minutes)

1. Ask the students to take out their handout on Erikson's Theory of Personality Development from Lesson 1. Discuss with the students the stage of "Industry versus Inferiority".
   - How does this stage differ from "Initiative versus Guilt" (from three to six years old)?
   - How does Erikson's stage merge with Piaget's stage of Concrete Operations?
2. Write on the board: "What are the ways children are exploring their worlds during the ages of six through twelve?" As the students respond, write down their answers (sports, scouts, ballet lessons, friends, teachers...)
   - As the child is reaching out to a larger world, what is the role of the parent? (to provide support for the insecure child as a family member, help the child cope with harsh judgments of their peers and the world.)
   - In what ways are children harsh to each other? (peer relationships, sibling rivalry)

Parents provide support for the exploring child. Communication between parent and child is as important as ever as the child moves away and into the larger community and world.

Activity 2

"Are You Listening?"
(25 minutes)

1. Pair students by asking them to count off 1-2, 1-2.... Ask the "ones" to take the role of the parent and the "twos" to be the role of the school-age child in the following three-minute exercise:
   - The parent is to look away from the child and offer no response while pretending to become involved in doing something, e.g., reading, cooking, weeding.
   - The child is to talk to the parent telling about a personal idea, wish, problem, or concern.
   - After three minutes the parents must give a verbal response.
2. Reverse the roles and repeat. Ask students to discuss the following questions:
   - How did you feel when you were the child and seemed to be ignored? Did you run out of things to say before the three minutes were up?
   - When you were the parent did your activity interfere with your ability to concentrate? How would you rate your response, disapproving or encouraging?
3. Adapt the exercise described above. This time the parent is to give the child undivided attention while responding both verbally and nonverbally. Reverse roles and repeat. Ask students to discuss the following questions:
   - Considering the attention span of school-age children, do you think they would want more than three minutes of a parent's time in a single sitting?
   - Is three minutes of a parent's time an unreasonable amount to help a child with a problem? How many three-minute interactions would be necessary in a typical day? How do you feel about this amount of time?
   - What are some of the reasons why parents find it difficult to communicate with school-age children?
   - How would communication differ if there were a younger or older child(ren) in the family?

(Schultz & Torrie, 1981)

Closing

(5 minutes)

1. Ask the students:
   - What were the big ideas developed today?

Review basic concept.

2. Ask the students:

   - How would you parent a child ages six through twelve differently than a child one through six?

Unit 4
Providing A Positive Environment for Development: One Year Through Eighteen Years

Lesson 3: Twelve Years Through Eighteen Years

Focus Question

- If you were a parent of a young person aged twelve through eighteen, how would you interact with your adolescent to help develop his/her identity?

Lesson Synopsis

This lesson is divided into two parts and suitable for teaching on two concurrent days.

Lesson three, ages twelve through eighteen is based on Erikson's stage, "Identity versus Role Confusion", in which adolescents develop their personal identity and establish independence.

In part one the students brainstorm ways they are developing their identities. Then they describe the conflicts that arise with parents because of their activities. To explore both sides of the conflict issues, the students create an Adolescent's Bill of Rights and a Parent's Bill of Rights.

In part two students create role plays of conflict and explore resolutions that could be work. The lesson concludes with a discussion of how the students would parent a twelve through eighteen year old differently than a six through twelve or a one through six.

Basic Concepts

Adolescents (12-18) focus on developing an identity and establishing independence.

Parents can best support the adolescent in his/her search for identity by listening and continuing to provide behavioral parameters that have been adjusted to the adolescent's developing sense of responsibility and independence.

Objectives

In this lesson the students will

1. describe the stage of personality development (ages twelve through eighteen) that Erikson calls "Identity versus Role Confusion" and
2. describe the interrelatedness of the adolescent's actions with his/her developing identity.

Material and Equipment Needs

1. Overhead projector
2. Transparency sheet, pens

Advance Preparations

1. Make copies of the handouts:
   - "A Child's Bill of Rights" from Unit 1 Lesson 2
   - "Erikson's Eight Stages"

Part 1

Lesson Development

Introductory Activity

" Adolescence!"

(5 minutes)

1. Explain to the students that this class is a continuation of their ongoing study of the development of human beings. Today's lesson explores the ages of twelve through eighteen. Acknowledge that this is the stage they are traveling through right now!
2. Brainstorm with the students things that happen in adolescents' lives. (puberty, sex, college, cars, jobs, fighting with parents, friends of the opposite sex, move out of the house)

Activity 1

"Identity versus Role Confusion"

(10 minutes)

1. Ask the students to get out their Erikson handout. Using the handout,

look over this stage with the students and ask the following questions:

- What does Erikson say happens in adolescents' personality development during the years 12-18?

Discuss with the students how this stage of personality development manifests itself in their lives.

- In what ways are adolescents working to gain an identity?
  - car they drive (or want to drive)
  - clothes they wear
  - friends they make
  - organizations they belong to
- What are the feelings they experience as they work on developing an identity?
- What conflicts occur with adolescents and parents during this stage? (Keep a record of the conflicts the students' identify to use in Part 2, Activity 1)

Activity 2

"Adolescents' Bill of Rights"
(30 minutes)

1. Ask the students to get out the handout used in Unit 1, Lesson 2 entitled "Child's Bill of Rights". Examine this handout with the students and look for theme(s).
   - What rights would an adolescent's bill of rights include?
2. Ask the students to break into their small groups and have each group write a first draft of an Adolescent's Bill of Rights.
3. Bring the class back together. Ask the groups to share their versions with the class. Help the class compare and contrast the versions the groups created. Create a final draft using the overhead, transparency, and pens.
4. As a class, write a Parent's Bill of Rights (when parenting an adolescent). Work with the students to create a final draft on the overhead.
5. Discuss the two Bill of Rights.
   - Where are there points of conflict and points of agreement? Help the students understand both sides of this stage: as an adolescent and as a parent of an adolescent.

Closing

(5 minutes)

1. Ask the students:
   - What were the big ideas developed today?

Review basic concepts

Part 2

Introductory Activity

"Review"
(5 minutes)

1. Ask the students to review what they did yesterday in class.

Activity 1

"Conflict Role Playing"
(35 minutes)

1. Divide again into their groups. Assign each group a conflict from the list they developed in Part 1, Activity 1.
2. Each group is to create a role play of parent/child conflict. Then through the role play, they are to show how the conflict can best be resolved. Allow students five minutes to create.
3. Ask each group to announce the assigned conflict, then present the role play to the class. Discuss each role play with the students.
   - Was it a valid resolution to the conflict?
   - Did this resolution depend upon the players exhibiting specific emotions and body language and a specific perception of the conflict? Would you normally have these emotions, body language, and perceptions in this kind of situation?

Closing

(10 minutes)

1. Ask the students;
   - How could you use the Adolescent's Bill of Rights and the Parent's Bill of Rights to resolve conflicts in your own home?
   - What insight have you gained from creating these bill of rights?
   - How would you parent an adolescent aged twelve through eighteen differently than a child aged six through twelve or one through six?

- What were the big ideas developed today?

Review basic concepts

Homework

1. Ask the students to write in their journals on the following questions:

- How could you use the Adolescent's Bill of Rights and the Parent's Bill of Rights to resolve conflicts in your own home?
- What insights have you gained from creating these bill of rights?

Your Journal

Directions: Respond to the questions asked below in your journal:

Assignment from Twelve Through Eighteen (Lesson 3)

- How could you use the Adolescent's Bill of Rights and the Parent's Bill of Rights to resolve conflicts in your own home?
- What insights have you gained from creating these Bills of Rights?

Unit 4
Providing a Positive Environment for Development: One Year Through Eighteen Years

Lesson 4: "The Parenting Experience"

Focus Question
- How will you communicate what you have learned about parenting?

Lesson Synopsis
Students receive the assignment for their final project. The project may take the form of plays, TV scripts, poems, short stories or newspaper articles. The projects are to demonstrate the student's (individual or group) understanding of parenting, child development, communication skills, and positive parenting. Examples are provided and students look these over for ideas and inspiration. Students identify their potential projects (and groups).

Basic Concept
Parenting is interacting with children in various situations: in their extended family, around friends, at work, at school, at church.

Objectives
During this lesson the students will
1. become familiar with the various language arts media which provide examples for them to demonstrate their understanding of parenting, child development, communication skills, and positive parenting;
2. identify which language arts medium they would like to use for their final project; and
3. identify the group they would like to work with on the project.

Background Information
Borrow from the language arts and/or drama teacher TV scripts, plays, poems, short stories, and newspaper articles that relate to parenting and demonstrate an understanding of parenting, child development, communication skills, and positive parenting. The final project is not limited to the list above, but guided by these suggestions.

The final presentations will be made in Unit 8, Lesson 1. The specific date of the presentations is to be assigned by the teacher. Today the students are encouraged to make their project choices, so they can begin work on their outline. The outline is due in Unit 6, Lesson 1. The teacher is to decide the specific due date.

Advance Preparations
1. Borrow plays, TV scripts, poems, short stories and newspaper articles. (see Background for additional information)
2. Make copies of the handouts:
- "The Parenting Experience"
- "Final Project Rubric"

Lesson Development

Activity 1
"The Final Project"
(40 minutes)
1. Distribute copies of "The Parenting Experience" and the assessment rubrics.
2. Read through and discuss the final project with the students. Use the plays, TV scripts, poems, short stories, newspaper articles as examples for the students.
3. Discuss the assessment rubrics for this project.
4. Ask the class to break into their groups.
5. Give each group one of the samples. Have the students look over the samples, passing them from group to group as they finish.

Activity 2
"Questions and Decisions"
(15 minutes)
1. While students are seated in their groups, discuss as a class any questions they might have about their project or ideas.
2. Ask the students to make a decision about their projects and group members (if working in groups). Pass around a sign-up sheet to record their decisions.

Closing
1. Remind the students of the due date of the assignment.

The Parenting Experience
The Final Project

Due:

Assignment:
Working alone or in groups, do **one** of the following:
- compose a poem (alone)
- write a play
- write a TV script
- write a short story (alone)
- write a newspaper article
- other-discuss with the teacher

Your project is to **demonstrate an understanding** of
- parenting
- child development
- positive parenting
- communication skills

This may be an experience where you:
- supported a child through a crisis *or*
- worked out a conflict *or*
- helped a child learn a new skill *or* ...

The child may be any age from one year through eighteen years. To receive full credit you must exhibit an understanding of the following:
- child's stage of physical, social, or emotional growth and development according to Erikson's and Piaget's Theories of Development
- child's needs and feelings according to his/her age and stage of development

and discuss how a person
- acts as a role model to the child
- encourages moral development in the child
- communicates with the child to be supportive
- is in the role of parenting the child rather than being a parent

Give your project an interesting or intriguing title to catch the audience's/readers interest.

To begin, ask yourself:
- What is your theme?
- What is your plot?
- Who are your characters?
  - What is the age and stage of the child?
  - How does the child feel?
  - How does the child react?
- What is your setting?

If you choose to do **a group project**, all members of the team must keep journal entries discussing their particular roles in the project, what their feelings were while they were working on the project, what they learned from participation in the project, what they are most proud of, and what they would change if they were to do it again.

Final Project
Rubric for Individual Work
(100 points possible)

Performance Level **Criteria**	*You've Got It!* *10*	*Getting There!* *5*	*Keep On Working!* *1*	*Points Earned*	*Comments*
Research **x 2**	Explores the major and minor issues surrounding the topic with accuracy	Relates major facts to the basic topic with fair degree of accuracy	Provides only minor facts basic to the topic with inaccuracies		
Use of knowledge **x 2**	Demonstrates in-depth understanding of the topic	Demonstrates general understanding of the topic	Demonstrates a lack of understanding of the topic		
Written communication **x 2**	Spelling and grammar are correct	Three errors in spelling and grammar	More than three errors in spelling and grammar		
Oral communication **x 2**	Presents a well organized presentation	Presents a somewhat organized presentation	Presentation is not organized		
Creativity **x .5**	Imaginative with extensive originality in presentation	Demonstrates adequate originality in presentation	Lacks originality in presentation		
References **x .5**	Uses three or more references	Uses two references	Uses only textbook as a reference		
Timeliness **x .5**	On time	One day late	Two or more days late		

Self Reflection (5 points)

On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this research in the future.

Total Points Earned _____

Adapted from: Lowe, V. & Howell, L. (1994). How do we know they know? Alternative assessments in home economics. *Home Economics Education Association*, Gainesville, VA

Unit 4 References
Providing A Positive Environment for Development: One Year Through Eighteen Years

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Unit 5
Language, Communication, and Socialization

Unit Overview

A language development "newsletter" provides background for the discussion of how children develop language skills. Analyzing children's books for their age-appropriateness precedes an activity that involves writing stories and making books.

Positive parenting is explored using symbols for the basic concepts. Students' concepts of discipline and punishment are identified and listed on a transparency. This activity provides examples for the discussion of physical, sexual, and emotional abuse in Iowa families.

Students work in pairs to identify social skills and how they are taught. They create a definition of the process of socialization. Steps to building self esteem are reviewed in this context. In the final activity, buttons serve as examples for a discussion of diversity.

Unit Outcomes

At the end of the unit the students will

1. ★ recognize the interrelationship of positive parenting to responsible, self disciplined children capable of critical thinking;

2. ★ describe how positive parenting affects childrens' self esteem;

3. describe how an individual's self esteem affects his/her respect for other people; and

4. describe how language development in a child is affected by being read to, talked to, played with, and hearing adult speech.

Unit 5
Language, Communication and Socialization

Lesson 1: Language Development

Focus Questions
- How does language develop?
- How can we encourage children's language development?
- How does reading encourage language development?

Lesson Synopsis
This lesson's activities require two class periods to complete.

A language development "newsletter" provides background for the discussion of how children develop language skills. Analyzing children's books for their age-appropriateness introduces a story writing and book making activity. The actual writing and making of the books occurs on the second day.

Basic Concepts
Language development is encouraged when parents talk to, read to, encourage cognitive development, encourage play and creativity, and use adult speech around the child.

Since part of learning language skills is using words as symbols, it is important to encourage a child's cognitive understanding of symbols by facilitating play where a tube is a telephone, an appliance box is a fort, and macaroni and yarn are made into a necklace.

Objectives
Following this lesson the students will
1. describe how language skills develop;
2. list ways to encourage language development in a child; and
3. describe how reading encourages language development.

Background Information
Helping a child develop language skills bonds parent to child and helps the child develop self esteem. Because language is used as part of all communication, it is naturally present in positive parenting techniques, developing social skills and gradually, respecting other people.

Language is learned in social settings. Adults talk to children, children talk to adults, children talk to peers, and peers respond. Children overhear both adults and peers talking.

The culture parents live in influences the development of children's language. That culture has an impact on how children learn to speak and develop language skills.

The baby does not simply speak a garbled form of adult language. Children speak a language of their own with unique patterns and characteristics.

Infants and children experiment with language to determine the "rules" of language. For instance, past tense, plurals, weak and strong verbs, imperatives.

Language development occurs in a social system that involves both active adult models and the creative, active child.

Children are more likely to learn language if the parent or caretaker speaks using a challenging vocabulary, rather than simple repetitions of what the child can already say or vocabulary that is overwhelmingly new.

Parents influence the type of words that young children use. If parents talk with their children about objects, people, or

relationships, the child's language will reflect this.

At about the age of eighteen to twenty months the child begins to make two word combinations. These combinations are an important milestone in language development because the child has expanded his or her use of language as a tool, and because two word combinations show the child organizing language. Two word language is often called "telegraphic speech." To understand this, think of paying for a written message by the word. You would use your words very sparingly and very carefully to get your full message across to the reader. The child is learning to combine words to get his or her message across in the simplest combinations.
(Bellugi & Brown, 1964)

An early step toward reading is when toddlers are taught to identify shapes: circles, squares, triangles. Reading involves recognizing shapes as letters of the alphabet. Children must eventually be able to recognize these different shapes as letters and when combined as words. This is part of Piaget's theory of cognitive development:

Advance Preparations

1. Construction paper, cardboard, crayons, fuzzy fabric, snaps, needle and thread, pens, glue, tape, yarn, magazines, scissors, etc.
2. Make copies of the handouts:
   - "TalkTalkTalk!!!"
   - "Evaluating Your Children's Book"
3. Create a sample book (or several for different ages of children)
4. Borrow current children's books-seasonal. (These may be the same books used in Unit, 4 Lesson 1 "Reading.")

Lesson Development
Introductory Activity
"Review the Unit"
(5 minutes)
1. Introduce this lesson by telling the students that the focus of the activities today is on children's language; how language develops and is encouraged.
2. Review with the students briefly what is planned for today.

Activity 1
"Developmental Milestones"
(20 minutes)
1. Distribute "TalkTalkTalk!!!" to each member of the class.
2. Using the background information to support class discussion, work through the handout with the students. Use the following questions for discussion:

- How can parents use the child's developing language skills to encourage self esteem, social skills, and respecting others?
- At what age do children begin to learn to share? Sharing begins around three years of age. This developmental milestone is useful for parents to know as sharing is a skill we expect and demand of children, often before they are developmentally ready for it. Telling a two-year old child to share is demanding the impossible. The anger or frustration exhibited by the uninformed parent on the young child is hard on the child's self esteem.
- Compare and contrast the process of learning a foreign language as an adolescent to the process of language development in an infant. An adolescent will learn a few words of a foreign language that are important, interesting, or embarrassing; assume general meanings for those words; play with the language and amuse each other with unfamiliar sounds; enjoy having others finally understand; put short sentences together without proper grammar; enjoy reading and trying the new skill learned; build longer sentences using some correct grammar; andbuild a larger vocabulary with better grammar. This is the same process a child works through to learn his/her primary or first language.

- What part does cognitive development play in the development of language skills?
- Why are ages for levels of language development so general? For instance, "two to three years."

Activity 2
"Language Development Through Reading "
(20 minutes)
1. Remind the students of Unit 4, Lesson 1 when the class looked at children's books and read one aloud. Briefly review the purpose of that activity.
2. Discuss the statement "Reading is one way to encourage the speech and language development of any child."
3. Set out the children's books used in Unit 4, Lesson 1. The students will be somewhat familiar with these books. Using the "TalkTalkTalk!!!" handout and the books, discuss with the students which books and stories would be appropriate for children of particular ages. (To incorporate a global element in this activity, teachers may add choices of books that reflect other cultures or children's books that contain words from another language such as Spanish or French.)
4. Distribute "Evaluating Your Children's Book." Explain to the students that for the rest of the day and tomorrow, they are to write a children's story and create a book for a child of an age of their choice. Look over the assignment sheet with the class and make the extra credit option clear. Explain to them that some supplies for their books are available in the classroom and that creativity is encouraged. (If available, show the students sample books to help them start.)

Closing
(5 minutes)
1. Ask the students:
- What are the big ideas developed today?

Review basic concepts.
2. Clean up

Additional activities
Visit a child care facility and/or kindergarten to observe language development. Write an anecdotal report discussing the age and stage of development observed.

TalkTalkTalk

Newsflash!!! The leading child development expert Dr. Ima Childlover of Iowa released a new report on children and their speech and language development. The report makes clear childrens' levels of speech and language development. The good doctor also interpreted her findings with ways that parents can stimulate their childrens' speech.

Age of your child:	Normal speech and language development:	How to encourage your child's growth:
Infant, 3-6 months	• coos, gurgles, chuckles, laughs aloud, squeals	• talk directly to your baby
6-9 months	• responds to name, talks back and responds when talked to • knows single consonants: ba, ka, ma • combines syllables: da-da, ba-ba • likes to make sounds with toys	• use key words especially when baby is pointing or you are playing a game: ball, dog, window, car, door
First Birthday	• The First Word!!! • the child chooses the meaning and how its used. "Dad" could mean any male adult! "Ball" could be anything round. • understands "NO" • imitates sounds • waves "bye-bye"	• talk to baby about things that the baby can see and touch • read colorful books to baby • play imitation games like peek-a-boo • say nursery rhymes • imitate the sounds baby makes • imitate baby's movements • overreact-use lots of gestures and expressions to make your words clear • do not pressure baby to perform • reward and encourage all efforts at speech and language
12-18 months	• has 3-5 words • will point to one body part • will point to at least one picture • uses own words and language (baby foreign language) • responds to his/her name!	• try to understand baby's words-babies understand that you care enough to listen! It also builds self esteem! • talk baby through situations: "where is the ball?, under the couch? Let's go and get the ball...Wonderful, we've got your ball!"

8-20 months	• has around 20 words • makes two-word combinations: "Daddy go?" "Want down" • can finally tell you what he/she wants!	• Don't correct or pretend not to understand the child's "own words". Your child is developing his/her own language. His words will evolve into something more "correct" in time, meanwhile, love your child, be affectionate and excited! This is the greatest motivator! Refusing to hand your child his bottle until he says "milk" instead of "nyummy" will make him frustrated and cross. (This will make you frustrated and cross as well...)
two to three years	• your child has more normal language! His/her "own words" is gone! • forms complete sentences • uses 2-4 word phrases • uses plurals and past tense (incorrectly, but who's perfect when they're learning?) • says own name (Whoopee!) • talks constantly (Patience, please. Your child is learning a language!) • has 100-300 words by three years • carries out some simple instructions • uses some personal pronouns; I, me, mine • identifies over 5 parts to own body (eyes, nose, mouth, ears)	• read to your child • talk to your child • listen to your child • play games together • answer questions very briefly
three to four years	• tells you when he/she is tired (what a relief!) • can answer some questions: "How old are you? What's the dog's name?" • knows and loves rhymes and songs • asks questions (endlessly!) • has understanding of "on, under and behind"	• read to your precious child • fingerplays, stories, songs all help your child use language, his memory and his body (small and large motor skills) • answer those questions! Your child is trying to learn. • practice "on, under and behind" with your child. His mind is growing to understand the spaces around him!

four to five years

- 1000 words!!!!!
- can match colors
- by five-can name 3-4 colors
- most of his/her speech is understandable
- understands "early in the morning", "next month, year, noon-time"
- uses past-tense correctly
- gives first and last name
- can answer questions like: "What do you do when you are cold?"
- when a picture is put in front of your child he/she can identify a cross, triangle, circle or square

- help your child classify: things you ride in, things you eat, people in his/her family
- play color matching games
- play color identifying games
- "What color is your glass?"
- ask your child to help plan activities
- give your child more responsibility: putting on coat, shoes (with Velcro fasteners), talking empty plate to the sink, putting the napkins in the garbage
- talk to your child just like you do to other people
- read longer stories to him/her
- encourage your child to make up and tell stories to you (your child has a great imagination!!!!)
- Remember: your child will not have perfect pronunciation yet, be patient and loving!

five to six years

- asks questions about meanings of words
- has 2000 words!
- counts at least 10 objects
- knows opposites like: big/little, hard/soft
- names coins: penny, nickel
- knows: on top, behind, far, near
- knows own address
- sentences are 5-6 words
- may still have difficulty saying "t, v, l, th, j, z, zh"
- can remember a plot in a story!!!
- stays with some activities for 12-13 minutes (finally!!!)

- keep answering those questions!
- help your child count objects: pennies, nickels, horses, cats, door knobs (use your imagination!)
- help your child understand "on top, behind (as in behind the door, behind the couch), far and near"
- encourage your child to tell stories, read a chapter a night to help him/her develop thinking skills
- encourage your child to talk about feelings, ideas, dreams, wishes and fears
- listen to your child when he/she talks to you
- your child understands more than he/she is able to say (its just part of the process of learning a language!!!)

Name:

Date:

Hour:

Evaluating Your Children's Book

Due by _____(insert date)

Answer the following questions:

1. For what age child is this book most appropriate?

2. Why?

3. What will a child enjoy most about this book?

4. What will a child learn from this book?

Extra Credit!

1. Locate several children of the age appropriate to your book. Read the book individually to the children when each is in a different environment, or have the children read it to you. Answer the following questions:

- What did the children enjoy about your book?
- In what ways does this book make you feel proud?
- What would you like to change, or rewrite?

Unit 5
Language, Communication and Socialization

Lesson 2: Positive Parenting

Focus Questions
- What is positive parenting?
- How can parents use communication effectively to guide their child's behavior?

Lesson Synopsis
Positive parenting is explored using symbols. Student's concepts of discipline and punishment are identified and listed on the chalkboard. A comparison of discipline with physical, sexual, and emotional abuse is made.

Basic Concepts
Positive parenting involves showing love and caring, modeling appropriate behavior, being consistent, exhibiting good listening skills, recognizing the individuality of each child, and understanding the child's age, growth and development.

Positive parenting concepts teach children to be responsible, capable of critical thinking, and self-disciplined.

Objectives
In this lesson the students will

1. ★ identify positive parenting concepts; and
2. ★ identify examples of discipline and abuse.

Background Information
Positive parenting brings out the best in the child and adult. Affirmation of individuality and ability, consistent love and limits, living the life being promoted, and understanding and recognizing the development of each child at each age define positive parenting. Many of the factors involved in harsh discipline and child abuse are eliminated when positive parenting is used.

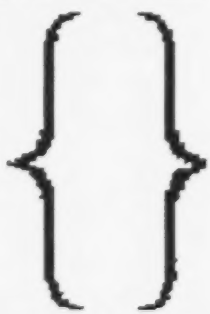
Simple symbols which help students remember six concepts of positive parenting are discussed in activity 1. These basic concepts are:

- love and praise

Unconditional love reassures children that no matter what their behavior, the caregivers will always love them. This is very comforting to children; their actions or behaviors may be inappropriate, but they are not "bad" children. The caregivers' feelings for the children are not affected by the children's actions.

Praise that is a true reflection of feelings and actions feels wonderful to children. Children know when they are being falsely praised. For further information on praise with regard to building self esteem, see Lesson 4 in Unit 5.

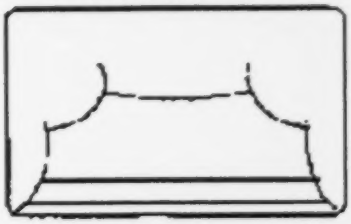
- setting consistent limits



Setting consistent limits provides a feeling of security for children. It helps children to know what is expected of them. Parenting that uses consistent limit

setting combined with warmth and love appears to raise the most well-adjusted children (Krandel, 1990). It allows them to be independent and to learn to make decisions on their own.

- modeling appropriate behavior

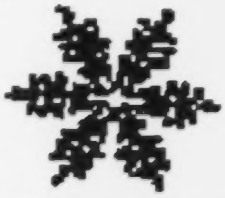


Children learn more from adult's actions than words. Two areas that adults model with children are social behavior and use of language. For further information on social skills, see Unit 5, Lesson 4.

- exhibiting good listening skills

Listening to children tells them that they are loved and cared for. It tells them that what they are communicating and who they are is important to the adult. People of all ages like other people to listen to them.

- recognizing the individual in each child



Every child is a unique, one-of-a-kind individual. Respecting and communicating this to children demonstrates support and nurturance. Each child has gifts, strengths, thoughts, and dreams that are his/her own and have inherent worth.

- understanding the child's age, growth and development

Reasonable expectations of children's behavior and abilities provide foundations for supportive, healthy adult/child relationships. Negative interactions between adult and child may occur when the adult has set unreasonably high expectations of the child's abilities and capabilities.

Material and Equipment Needs
1. Clear transparencies, pen
2. Overhead projector

Advance Preparation
1. From the master make a transparency:
- "Positive Parenting"

Lesson Development
Introductory Activity
"Praise and Affection"
(5 minutes)
1. Ask the students:
- How does praise and affection feel to you?

2. Ask them to describe these feelings out loud and as they share them, write them on the board.

Activity 1

"Positive Parenting"
(20 minutes)

1. Explain positive parenting to the class using the basic concept: "Positive parenting involves love, modeling appropriate behavior, being consistent, exhibiting good listening skills, recognizing the individuality of each child, and understanding the child's age, growth and development."
2. Place the transparency "Positive Parenting" on the projector. Leave the heart shape uncovered, placing a piece of paper over the rest of the transparency. Ask the students to identify the parenting concept the heart shape represents. Discuss with the students the importance of unconditional love when parenting.
   - How does love relate to praise?
   - Review: How can a parent praise most effectively and clearly?

   Ask the students for examples of good praise for different ages of children and adolescents.
3. Uncover the next symbol. Again ask the students to identify the parenting concept the symbol represents. Explain to the students that a total of six parenting concepts will be discussed. Each parenting concept has a symbol to help the students remember it.
4. Discuss each symbol/concept as it is uncovered.

Activity 2

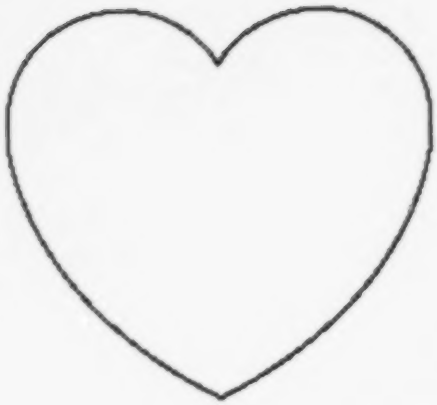
"Discipline versus Abuse"
(20 minutes)

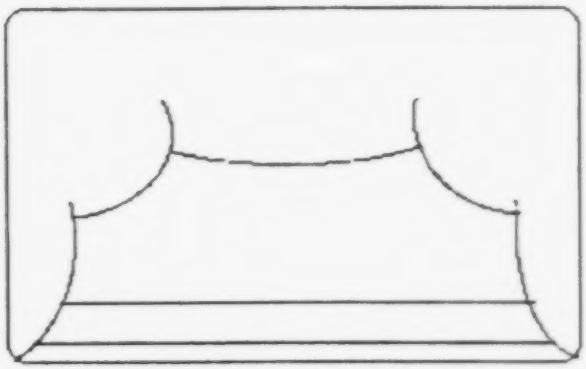
1. Place a clear transparency sheet on the projector, with a pen ready.
2. Draw a long horizontal line on the board with arrows at each end, implying the line is longer than the chalk line drawn. Under the left arrow write "Pat On The Hand", under the far right arrow write "Injury". For example:

3. Begin the discussion of discipline by asking the students for examples of discipline. Have them tell you where to place each example on the line. For example: slapping the child, yelling at the child, asking the child to go to room for a time-out, grounding the child from activities, washing mouth out with soap, saying: "I love you but I don't like what you just did." Seek a wide spectrum of examples from the students. Explore with them their concepts of discipline. Use these questions for discussion:
   - What are some "discipline" statements?
   - For what kind of behaviors should children be disciplined?
   - How do you differentiate between the discipline and abuse?
   - How do societies and cultures differ in their understanding and use of discipline?
   - What kinds of discipline result in shame or embarrassment?
   - Who is authorized to discipline or punish children in your community, in the state, in the USA, in other countries in the world?
   - What function does discipline have in guiding children's behavior?
   - What are the long term effects of discipline on a child?

Closing
(5 minutes)

Review the basic concepts developed today.





Unit 5
Language, Communication and Socialization

Lesson 3: Child Abuse in Iowa

Focus Questions
- When does discipline become physical abuse?
- What are emotional and sexual abuse?
- What are the laws for physical, emotional, and sexual abuse in the state of Iowa?

Lesson Synopsis
Students identify examples of child abuse from a list they created in Lesson 2. Physical, emotiona,l and sexual child abuse are discussed. Ways to reduce abuse are explored.

Basic Concepts
Child abuse may be physical, emotional, and/or sexual.

Abusive families are characterized by their social isolation, lack of support networks, high stress levels, not using community services, all-consuming desire for warmth and support, and perception of the abused child as different from other children.

Abusive parents often demonstrate similar characteristics: loners, believe in harsh punishment and controlling the child, have unrealistic expectations of the child for his/her age, and were abused themselves as children.

Abused children are often tired, hard to get along with, bruised or injured with no plausible explanation, shy, and late or absent from school.

An abusive person may be anyone, particularly someone the child knows well.

There are sources of help and support for abusers and those who are abused in every community.

Objectives
As a result of this lesson the students will
1. ★ describe physical, emotional, and sexual abuse; and
2. ★ describe ways to prevent abuse from occurring.

Background Information
What causes child abuse or neglect? Physical abuse is a triangle: parent, child and a stressor. This is followed by a parent's abusiveness of the child. Parents may be abusive without recognizing that they are hurting their child.

Characteristics of abusive families:
- Isolated socially
- Lack a supportive network of friends and family.
- Experiencing an overwhelming amount of stress.
- Cannot/will not take advantage of the services available to help them in the community.
- All-consuming desire for warmth and support such that they cannot see the needs of their children.
- Children at risk are seen as different from others in the family: gifted, physically or mentally challenged, colicky, willful or stubborn.

Characteristics of abusive parents:
- Believe in harsh, physical punishment (i.e., it was good enough for them.)
- Truly love the children they hurt; frustration and rage trigger the abuse.
- Believe in "controlling" the child; concerned about spoiling, giving into, reminding who is boss, not allowing the child to get away with anything.
- Loners, isolated, no family, no friends, don't get along well with others.
- Have unrealistic expectations of the children for their age.

- Feel the child is hard to manage, causes trouble, cries.
- Feel a sense of failure, lack of self esteem, often the only thing abusive mothers feel they do well is raise children.
- Feel unloved, rejected
- Angry when asked about their children.
- No logical or convincing explanation for child's injury.
- Were abused as children.
- Are involved in rigid belief systems which reinforces a poor self-image and need to exert power over children (Commission on Children, Youth and Families, 1988).

The information listed above describes abusive families and parents. However, a parent may have these characteristics and not abuse a child. There are two victims of child abuse: parent and child. Both the parent and the child need help from professionals. Most communities have organizations that can help break the cycle of abuse in families.

Discussing child abuse (physical, emotional, and sexual) is difficult. Expect a variety of responses from your students. Expect strong feelings from them and from yourself. It is best if you can present this information as a neutral person, helping the students work through the handouts and discussion questions. You may choose to make a journal assignment to help the students examine their feelings.

Advance Preparations

1. Make copies of the handouts:
- "Definitions of Child Abuse"
- "Types of Child Abuse & Neglect"

Lesson Development

Introductory Activity

"Shame, Pain, Embarrassment"
(5 minutes)

1. On the chalkboard, write "shame, pain, and embarrassment." Ask the students to describe these words, using the descriptive techniques of Diamante poetry. Write their responses on the chalkboard.

Activity 1

"Child Abuse in Iowa"
(40 minutes)

1. Using the information on the transparency from Lesson 2, Activity 2, ask the students to identify examples of child abuse from their list. (It is assumed that there will have been examples of child abuse given as examples during that activity. If not, add several.) Circle the examples.
2. Using the handouts on child abuse in Iowa, discuss with the students the following questions:
- What is considered child abuse in Iowa? (Use the state of Iowa's definition. Explore the students' perceptions of what child abuse means considering physical, emotional, and sexual abuse.)
- When does parental behaviors cease to be discipline and become physical and/or emotional child abuse? *OR* Where does the state of Iowa draw the line between discipline and child abuse?
- Why do people abuse children or other adults?
- What are the characteristics of abusive parents? How do they behave?

3. Use the following questions to discuss the three types of abuse in Iowa: physical, emotional, and sexual.
- Who are sexual abusers? (anyone: father, mother, brothers, babysitters, uncles, aunts, generally people you know well)
- Do only males abuse males and females? (females abuse males and females as well)
- What is considered sexual abuse in Iowa? (digital penetration, fondling, genital, oral)
- Describe symptoms of sexual abuse in infants, babies, children, and adults.

4. Divide into small groups and distribute the handout "Emotional Abuse." Ask the students to read and

complete the handout which addresses the following questions:

- How does the state of Iowa define emotional abuse?
- How do *you* define emotional abuse?
- Why is it emotional abuse difficult to recognize?
- What are three examples of emotional abuse?

5. Ask the students to return to the large group and share a summary of their discussion.

6. Discuss ways to reduce abuse from occurring using the following questions:

- How can you reduce the opportunity for sexual abuse in the home? (keep locks on the doors, doors on the door jams, wear clothing around the home, teach children that their bodies are their own, teach children about good touch/bad touch, avoid people who have a past history of abuse.
- How can you reduce or avoid emotional abuse in the home? (live around positive people that are supportive and affectionate, avoid angry people, and people with drug, or alcohol addictions)
- How can you reduce or avoid physical abuse? (never be around a physical abuser, live around people with self control)
- How can you reduce the opportunity for your children to be sexually abused? (avoid people who "love" children and would like to be with children all the time, never leave your children with someone you don't know well, even for a moment)
- Where can people go in your community/county for help when dealing with abuse?

Closing

(5 minutes)

1. Ask the students:

- What were the big ideas developed today?

Review basic concepts.

Homework

Write in your journal responding to the following questions:

- When does a behavior intended to discipline become abusive?
- How do you differentiate between discipline and abuse?

Definitions of Child Abuse

Federal Definition:
Public Law 93-237 (revised by Public Law 100-294)

The physical or mental injury, sexual abuse, or exploitation, negligent treatment, or maltreatment of a child by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened.

State of Iowa Definition:
Iowa Code Section 232.68(2)

Child abuse or abuse means:
a. Any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by a child as the result of the acts or omissions of a person responsible for the care of the child.

b. Any mental injury to a child's intellectual or psychological capacity as evidenced by an observable and substantial impairment in the child's ability to function within the child's normal range of performance and behavior as the result of the acts or omissions of a person responsible for the care of the child, if the impairment is diagnosed and confirmed by a licensed physician or qualified mental health professional as defined in section 622.10.

c. The commission of a sexual offense with or to a child pursuant to chapter 709, section 726.2 or section 728.12, subsection 1, as a result of the acts or omissions of the person responsible for the care of the child. Notwithstanding section 702.5, the commission of a sexual offense under this paragraph includes any sexual offense referred to in this paragraph with or to a person under the age of eighteen years.

d. The failure on the part of a person responsible for the care of a child to provide for the adequate food, shelter, clothing or other care necessary for the child's health and welfare when financially able to do so or when offered financial or other reasonable means to do so. A parent or guardian legitimately practicing religious beliefs who does not provide specified medical treatment for a child for that reason alone shall not be considered abusing the child; however, this provision shall not preclude a court from ordering that medical service be provided to the child where the child's health requires it.

e. The acts or omissions of a person responsible for the care of a child which allow, permit, or encourage the child to engage in acts prohibited pursuant to section 725.1. Notwithstanding section 702.5, acts or omissions under this paragraph include an act or omission referred to in this paragraph with or to a person under the age of eighteen years.

f. An illegal drug is present in a child's body as a direct and foreseeable consequence of the acts or omissions of the child's parent, guardian, or custodian.

Physical Abuse and Neglect

Characteristics of Physical Abuse

Obvious physical abuse is more likely to be seen in low income, less educated families. This may be because the more educated family finds ways to disguise the abuses.

Child's Appearance
- unusual bruises, fractures, or scars in various stages of healing;
- bite marks;
- frequent injuries, always explained as accidental;
- pattern or immersion burns (glove or sock like);
- unexplained symptoms of brain trauma-comatose, eyes unfocused, dizziness, headaches.

Child's Behavior
- reports injury by parents or caretaker;
- unpleasant, hard to get along with, demanding, often doesn't obey, frequently causes trouble or interferes with others, frequently breaks or damages things;
- is usually shy, avoids other people including children, seems too anxious to please, seems too ready to let other people say and do things to him/her without protest;
- frequently late or absent or comes to school much too early, hangs around after school is dismissed;
- avoids physical contact with adults;
- wears long sleeves or other concealing clothing to hide injuries;
- seems frightened of parents;
- shows little or no distress at being separated from parents;
- child's story of how a physical injury occurred in not believable;
- seeks affection from any adult.

Parent or Caretaker's Behavior
- has history of abuse as a child;
- uses harsh discipline which is not appropriate for the age, condition or act committed by the child;
- offers an explanation of child's injury that doesn't seem to make sense, doesn't fit the injury or offers no explanation at all;
- seems unconcerned about child;
- sees child as bad, evil, a monster, etc.;
- misuses alcohol or other drugs;
- attempts to conceal child's injury or to protect identity of person responsible;
- has unrealistic expectations for child's behavior.

Characteristics of Neglect

Neglect may be the result of parental ignorance or indifference. It is the failure of responsible adults to provide for the child's basic needs which inhibits his/her optimal functioning. Neglect includes the lack of stimulation, leaving the child for long periods in a crib, seldom cuddling or talking to the child, or failing to give him/her encouragement and recognition.

(Characteristics of Neglect, continued)

Child's Appearance
- often not clean, is tired with no energy;
- comes to school hungry, often does not have lunch or lunch money;
- clothes dirty or wrong for weather;
- seems to be alone often, for long periods of time;
- needs glasses, dental care or other medical attention.

Child's Behavior
- frequently absent;
- begs or steals food;
- failure to thrive;
- causes trouble in school;
- uses alcohol or drugs;
- engages in vandalism;
- sexual misconduct;
- not toilet trained at appropriate age.

Parent or Caretaker's Behavior
- misuses alcohol or other drugs;
- has disorganized, upset home life;
- lives a very isolated life from friends, neighbors, relatives;
- can't get along with others;
- has long-term chronic illnesses;
- has history of neglect as a child;
- seems overwhelmed or depressed;
- has unrealistic expectations for child's behavior.

Emotional and Sexual Abuse

Characteristics of Emotional Abuse

This is the most difficult type of abuse to define and diagnose. It may be a single incident or part of a continuing pattern. It is a failure of the child's caretaker to meet the emotional needs of the child. These emotional needs are necessary for normal development.

Verbal assault that is critical, demeaning, and emotionally devastating.
It also includes:

- lack of affection, emotional support, attention;
- failure to constructively respond to child's misconduct; like truancy, substance abuse, assault;
- neglecting to seek or refusing critical medical or psychological care for the child;
- blaming the child for the family's problems.

Child's Appearance

- signs are less obvious than in other forms of mistreatment; behavior is best indication.

Child's Behavior

- unpleasant, hard to get along with, demanding; frequently causes trouble, won't leave others alone;
- unusually shy, avoids others, too anxious to please, too submissive, puts up with unpleasant acts or words from others without protest;
- either unusually adult in actions or overly young for age (i.e., sucks thumb, rocks constantly.);
- is behind for his/her age in physical, emotional or intellectual development;
- failure to thrive;
- not toilet trained.

Parents or Caretakers Behavior

- blames or belittles child;
- is cold and rejecting;
- withholds love;
- treats children in the family unequally;
- doesn't seem to care much about child's problems.

Characteristics of Sexual Abuse

Sexual abuse may involve fondling and exhibitionism to forcible rape and commercial exploitation for purposes of prostitution or the production of pornographic materials. Sexual abuse is a widespread and serious form of maltreatment.

It is not limited to racial, ethnic, or economic boundaries. It exists everywhere, with children as young as four months. The average age is between 7-12 years with females reporting a higher incidence of sexual abuse than males. The average case is reported three years after the first occurrence of sexual abuse. Sexual abuse develops gradually within families and rarely involves a single incident.

Child's Appearance

- has torn, stained, or bloody underclothing;
- experiences pain or itching in genital area;
- has venereal disease.

Child's Behavior

- appears withdrawn or engages in fantasy or baby-like behavior;
- has poor relationships with other children;
- is unwilling to participate in physical activities;
- frequently bathes;
- is promiscuous;
- is preoccupied with sexual activities;
- has an advanced knowledge of sexual activities;
- is engaged in delinquent acts or runs away;
- states he/she has been sexually assaulted by parent/caretaker;
- talks of suicide;
- wets bed.

Parent or Caretaker's Behavior

- very protective or jealous of child;
- encourages child to engage in prostitution or sexual acts in presence of caretaker;
- misuses alcohol or other drugs;
- is frequently absent from home;
- socially isolated;
- has inappropriate expectations for child's behavior-treats child as an adult;
- preoccupied with sexual activities.

Emotional Abuse

Directions: In your small groups discuss and answer the questions below. Record your answers on this paper. Use the handout "Child Abuse in Iowa" for background information.

1. How does the state of Iowa define emotional abuse?

2. How do *you* define emotional abuse?

3. Why is emotional abuse difficult to identify?

4. What are three examples of emotional abuse?

Your Journal

Assignment from Child Abuse in Iowa (Lesson 3)
Directions: Respond to the following questions in your journal:

- When does a behavior intended to discipline become abusive?
- How do you differentiate between discipline and abuse?

Unit 5
Language, Communication and Socialization

Lesson 4: "Me, Myself and Others"

Focus Questions
- What are social skills and why do parents teach them to their children?
- What effect do parents and caregivers have on the self esteem of children?
- How do children learn to appreciate diversity in people and cultures?

Lesson Synopsis
Students work in pairs to identify social skills how they are taught. They develop a definition of the process of socialization. Steps to building self esteem are reviewed in this context. In the final activity, buttons serve as examples for a discussion of diversity.

Basic Concepts
Children acquire social skills from parents and family members through encouragement and guidance.

Socialization is the acquisition of attitudes, beliefs, and behavior patterns of one's culture and/or family. (Hildebrand, 1994)

A child's self esteem is encouraged by the parent and teacher using six steps to building self esteem: giving praise, correcting behavior, making choices, allowing independence, recognizing the individual's skills, teaching about feelings.

Children learn to respect diversity in people and their cultures through observation and listening to parents and family members.

Objectives
As a result of this lesson the students will
1. define socialization;
2. describe how and why social skills are taught to children;
3. ★ describe how children's self esteem is encouraged by parents and caregivers; and
4. describe how children learn to appreciate diversity in people and their cultures.

Background Information
Socialization
Parents and family members are the most powerful forces in socializing a child, even through adulthood. Neighbors, caregivers, teachers, coaches, and religious leaders also help socialize a child.

The socializing process of a child begins in infancy when the baby learns what is expected of members in his or her family. The child learns through observation and imitation. Pleasing the parent and receiving praise reinforce the behavior of the child. Often a child learns because the parent tells him or her what is and is not appropriate to do or say.

Children learn appropriate greetings and goodbye practices for their culture. They learn that people share, that other's have rights, that property is to be respected, and that people like and need to be listened to and treated with respect. They learn to handle their emotions and subsequent behaviors.

Socialization helps children get along with others in their culture, neighborhood, school, family, religion, team. Socialization helps children function in society, to be productive and independent.

In this lesson students will review and explore more deeply the socialization process. Remind the students of Unit 2, Lesson 3 entitled "Good Behavior" where they explored American standards for

behavior by reading Aesop's Fables and identifying how and why the standards were taught.

Self Esteem

"The main effect of parental support, interest, and participation seems to be in that it conveys to the child information about his or her inherent worth" (Gecas & Schwalbe, 1986).

A child's self esteem or sense of inherent worth is strongly affected by the use of positive parenting. A child who lives in this environment experiences strong growth and development in his or her sense of self or self esteem Children and their sense of self also thrive when they experience acceptance of their individuality by their parents or caregivers.

Feeling good about oneself, getting along with others, learning to respect other people and their cultures are all woven together in the minds of human beings. They are very difficult concepts to separate. One affects the other within the person. Parental criticism, being ignored, and/or providing a lack of guidelines injures the inherent self worth of the child. This can cause the child difficulty when socializing with others. Low self esteem can also cause a person to fear, disrespect, or dislike other people and their cultures.

Culture

Culture is defined by the way people live including how they eat, talk, work, and play and the things or objects they need to live such as the tools they use, the language they speak, the rules to which they abide, and the institutions with which they are associated. The material objects of one's culture are seen more easily than those aspects of culture such as beliefs and values.

Material and Equipment Needs

1. Chalkboard

Advance Preparations

1. Make copies of the handout:
- "Building Self Esteem"
2. A class set of buttons of diverse sizes, colors, shapes

OR

3. Pieces of colored ribbons, rick-rack, and yarn

OR

4. Pieces of fruit

AND

5. Basket, bowl, or box to use to hold items listed in 2, 3, or 4 above.

Lesson Development

Activity 1

"Social Skills: The Learning Process"
(15 minutes)

1. Ask the students to pair up. Ask them to talk together and create an example of a parent or caregiver teaching a social skill to a child. This may be a memory or a product of their imagination. Take turns sharing these with the class. Ask the students to identify the social skill being taught, and its usefulness to the child and/or society. Example of skills: being kind to a friend, eating with your mouth closed, not pulling people's hair, not walking on neighbor's lawns.
2. Discuss with the class why and how social skills are taught to children. Use the backgound information for support of the discussion.
3. Ask the pairs of students to talk together again and create a definition of the process of socialization. Have them read their definitions aloud. Ask the class to develop a definition of socialization. Write it on the chalkboard.

Activity 2

"Building Self Esteem"
(15 minutes)

1. Distribute the handout "Building Self Esteem." Use this handout as a foundation for discussion. See "questions for discussion" at the bottom of the handout. Discuss with students.

Activity 3

"Respect for People and Their Cultures"
(15 minutes)

1. Pass the container of buttons, ribbons, or fresh fruit. Ask each student to take one item. Explain to the students that the item represents a person and his or her culture. Using the item as an example of diversity and using the following questions, discuss how to teach children respect for people and their cultures.
   - How do these items (buttons, ribbons, fruit) differ?
   - What are some similarities that they share?
   - At what age do children recognize differences in how people look including hair color, skin color, ethnic background, age, sex?
   - What are examples of cultures (religious organizations, ethnic groups, large families, geographical location)?
   - Why is it difficult for some people to respect other people or cultures? (Possible answers: dress, speech, appearance, odor, movement, education, financial background, historical perceptions, if they don't respect our rules, if they are not friendly to us)
   - How can we learn to respect people and their cultures? (Possible answers: If we feel good about ourselves or if we perceive ourselves as successful and non-threatened by other people, we may be more outgoing and accepting of them. Learn about the other culture and the contributions it has made to society. Get to know one person from that culture as a friend or acquaintance.)
   - Why should we teach children to respect other people?
   - How do we teach children respect for other people and their ways?
   - If we teach children disrespect of others, what does it communicate to people about us or our children?
2. Collect the buttons, ribbons, or fruit.

Closing

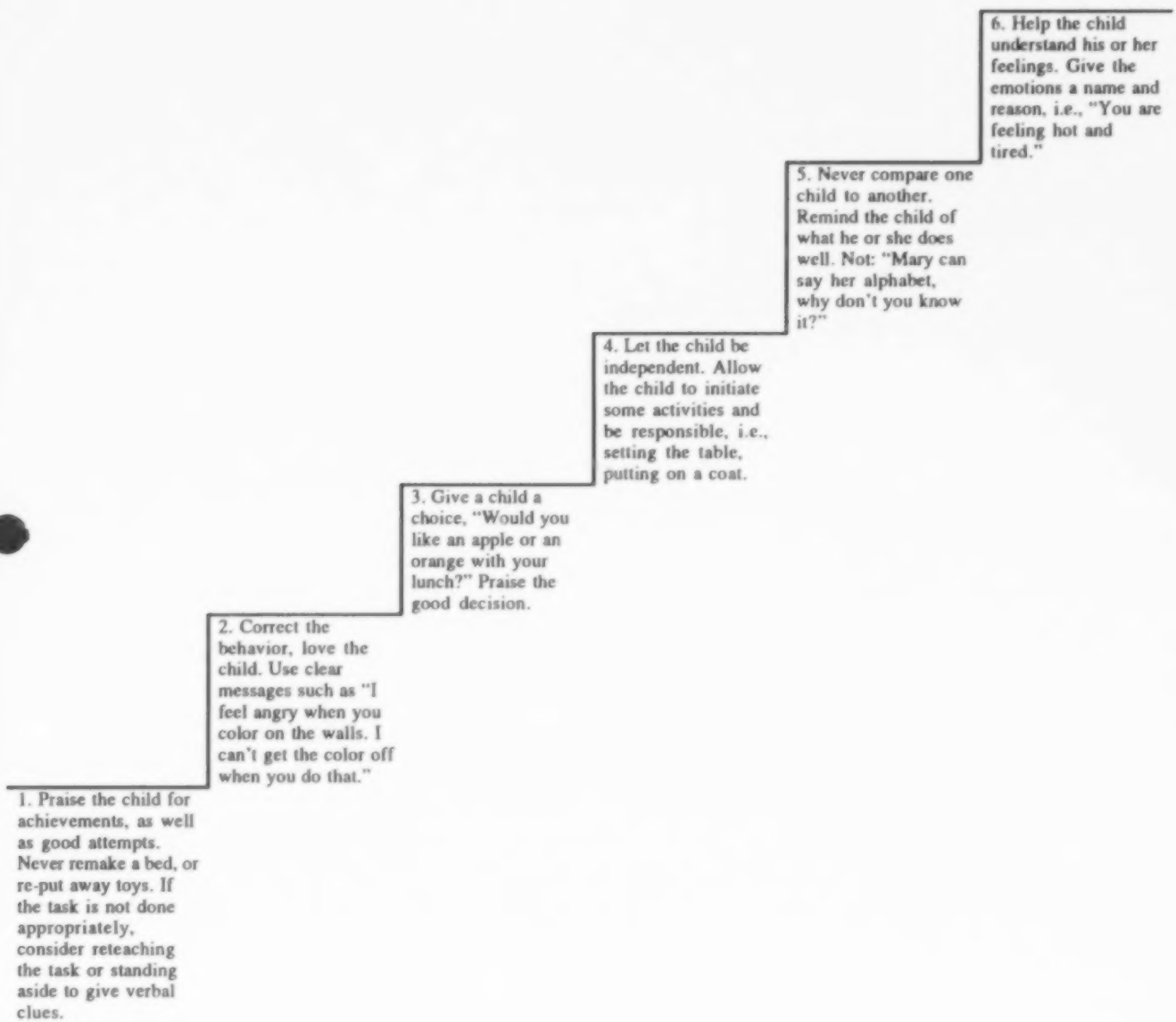
(5 minutes)

Summarize the lesson by asking the students:

What are the big ideas we discussed today?

Review basic concepts.

Steps to Building Self Esteem


1. Praise the child for achievements, as well as good attempts. Never remake a bed, or re-put away toys. If the task is not done appropriately, consider reteaching the task or standing aside to give verbal clues.
2. Correct the behavior, love the child. Use clear messages such as "I feel angry when you color on the walls. I can't get the color off when you do that."
3. Give a child a choice, "Would you like an apple or an orange with your lunch?" Praise the good decision.
4. Let the child be independent. Allow the child to initiate some activities and be responsible, i.e., setting the table, putting on a coat.
5. Never compare one child to another. Remind the child of what he or she does well. Not: "Mary can say her alphabet, why don't you know it?"
6. Help the child understand his or her feelings. Give the emotions a name and reason, i.e., "You are feeling hot and tired."

Questions for discussion:

How would you use these steps to build and maintain self esteem if you were parenting a teenager?
How do people (parents, teachers, coaches) tear down teenagers' self esteem?
How do these six steps to building self esteem relate to yesterday's positive parenting concepts?

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Unit 5 References
Language, Communication and Socialization

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Unit 6
Families: Structures and Stressors

Unit Overview

Listening to and discussing the song "The Family" introduces this lesson. The family's roles and responsibilities to its members, society, culture and world are explored through a guided discussion. In small groups students begin to develop a definition of family. The large group refines the separate definitions into an acceptable statement which will be used in Lesson 2, Activity 1.

Students identify changes in families over the past 30 years. They recognize developmental and situational changes in parents, and compare these to adolescent changes. They explore potential sources of conflict.

Three styles often used when raising children are identified: authoritarian, permissive, and authoritative or democratic. Then the students explore how interactions between parents and adolescents sometimes create conflict. Finally, they identify conflicts and discover ways to resolve them.

The students make a "Parent Hat" to review the main points covered in the curriculum to date. Through small group work the students explore changes couples experience as a result of parenthood. A string activity demonstrates the balancing act required of parents. A discussion of ways to maintain parental satisfaction and morale concludes the lesson.

Unit Outcomes

At the end of the unit the students will

1. explain the function of family in societies;
2. ★ relate how adolescent and parent development affects relationships;
3. ★ explain sources of conflict in parent-adolescent relationships;
4. ★ demonstrate conflict resolution in families; and
5. ★ explain techniques to help parents balance work and family.

Unit 6
Families: Structures and Stressors

Lesson 1: "Families"

Focus Questions
- How is "family" defined?
- How do families affect a community, the society, and the world?

Lesson Synopsis
The song "The Family" is played to introduce this lesson. The family's roles and responsibilities to its members, society, culture, and world are explored through a guided discussion. In small groups students begin to develop a definition of family. The large group refines the separate definitions into one statement which is kept for use in Lesson 2, Activity 1.

Basic Concepts
The family unit may be a variety of structures and members.

Families provide nurturance and protection and communicate standards of behavior and guidance for rearing and disciplining children.

Family groups support individuals and provide the foundation for societies around the world.

Objectives
In this lesson the students will
1. define "family;" and
2. describe the family's function in society.

Background Information
The cassette tape which includes the song "The Family: Theme for the United Nations International Year of the Family, 1994," has words and music by Jacquelyn Reinach (3 minutes). This tape may be ordered by contacting the following source:

Britton Management
P O Box 16
Miquon, PA 19452
USA
1 (215) 828-7537
FAX 1 (215) 940-0258

This song was written to commemorate the 1994 United Nations International Year of the Family. During that year all around the world, activities occurred to develop awareness and provide support for the family. The song is now also associated with May 15th, the International Day of Families, established at the conclusion of the International Year of the Family in 1994.

Material and Equipment Needs
1. Cassette player
2. Overhead projector
3. Chalkboard
4. Clear acetate for transparencies, pens

Advance Preparations
1. Order a copy of the cassette:
- "The Family: Theme for the United Nations International Year of the Family, 1994," words and music by Jacquelyn Reinach

2. From the master make a transparency:
- "Forming Our World"

3. Make copies of the handout:
- "The Family"

Lesson Development
Introductory Activity
"Introduce the New Unit"
(10 minutes)
1. Tell the students that this unit will help them explore families and society, parenting styles, adolescent and parent development, and sources of conflict.
2. Distribute the handout "The Family." Explain to the student why this song was written and recorded.
3. Play the tape.

4. Discuss the lyrics of the song using the handout provided.

Activity 1
"The Family's Role"
(15 minutes)
1. Ask the following questions:
- What is the basic role of the family? What are the roles of the family in terms of raising children?

2. Record on the chalkboard or an overhead transparency the ideas and thoughts from the students as they reflect on the following concept :
Families provide nurturing and protection and communicate standards of behavior and guidance for rearing and disciplining children.
3. Put the transparency "Forming Our World" on the overhead. Discuss with the students how individuals form families; families form neighborhoods, communities/societies; these societies form the world.
Use the following questions as a basis for discussion:
- What if no families had children?
- What if all families had ten children?
- How do families affect our society?
- How does our society affect our world?
- What if families taught children to conserve our natural resources?
- What if a large percentage of pregnant women abused drugs and alcohol?
- What if there were no abusive behaviors in families?

Alternate Activity
Prepare a bulletin board or write on newsprint paper and post around the room using students' responses to questions asked in Activity 1.

Activity 2
"Family"
(20 minutes)
1. Divide the class into small groups.
2. Distribute blank transparencies and pens, one to each group.
3. Ask each group to develop a definition of family. Write the definition on the transparency to share with the class.
4. Ask the groups to return to the large group and share their definitions of family.
5. Work with allthe definitions to arrive at one statement for the class. Record it on a transparency. Save for Lesson 2, Activity 1.

Closing
(5 minutes)
Review the basic concepts.

"The Family"

Theme for the United Nations International Year of the Family, 1994
Words and Music by Jacquelyn Reinach

Verse 1:
All over the world/Everyone
Is somebody's daughter or somebody's son,
And we live and we grow/As well as can be-
It starts out at birth/Our sense of our worth,
It starts in the family.

Refrain 1:
The family/My family/Learning to live in harmony-
Learning to love/Learning to share
Learning to count on someone to care!
Respecting each other, Each one feeling free
It all begins in the fam-il-y!

Verse 2:
All over the world/Everyone
Is somebody's daughter or somebody's son
And we live and we grow/As well as can be,
Everyone here/Lives in love or in fear,
Because of the family.

Refrain 2:
The family/My family/Learning to live in harmony
Learning to trust, Learning what's right
Learning new ways to talk, not to fight.
protecting each other/Each one feeling free
It all begins in the fam-il-y/The family!

Verse 3:
All over the world/We are glad
To be somebody's mother or somebody's dad
And we get a new chance/To look and to see
How everyone here/Learns to love and to fear,
It starts in the family.

Refrain 3:
The family/The family, Learning to live in harmony.
Learning to change/Learning at last/Not to repeat
The sins of the past.
Affecting each other/Each one feeling free,
It all begins in the fam-il-y!
My family/All of us living in harmony.
Equality/Everyone wins
It all begins/In the family/The family.
The world's a world of fam-il-ies,
With all kinds of sounds and mel-o-dies,
Families/And we all can be in har-mo-ny
It all be-gins in the fam-il-y/The family!

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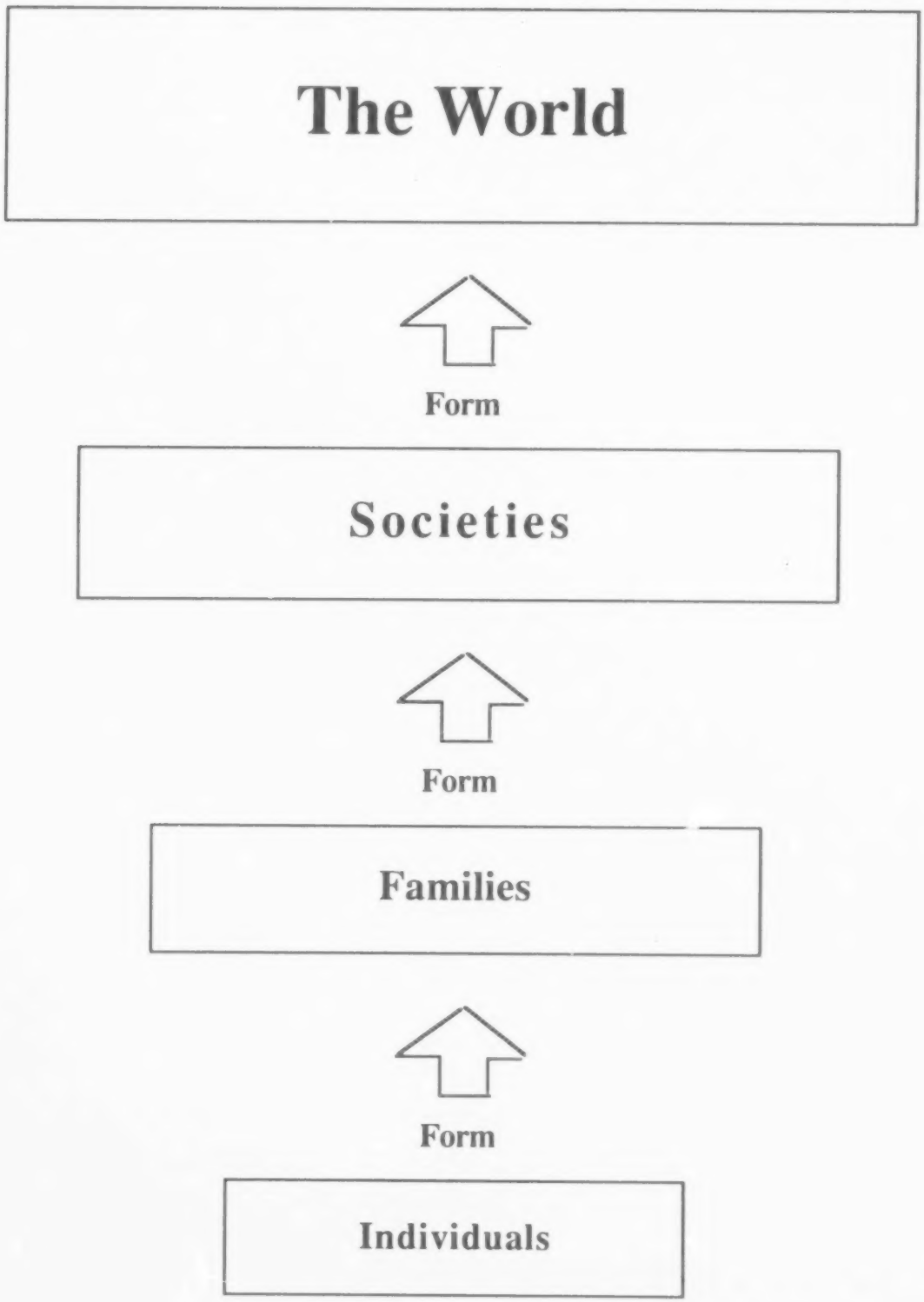

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Unit 6
Families: Structures and Stressors

Lesson 2: "Parent and Adolescent Development"

Focus Questions
- What are characteristics continuously present in families over the years, generation after generation?
- What are sources of conflict and agreement between adolescents and parents?

Lesson Synopsis
Students identify changes in families over the past 30 years. They recognize developmental and life changes of parents and compare these to adolescent changes in order to explore potential sources of conflict.

Basic Concepts
Stages of adolescent/parental development and parenting styles may cause conflicts within the family.

Parents and adolescents go through stages of development; the stage through which adolescents are passing may not be compatible with the stage at which the parents are at the same time.

Objectives
In this lesson the students will
1. describe how families have changed in the last 30 years;
2. describe how families have stayed the same over the last 30 years; and
3. ★ compare and contrast stages of adolescent and parental development.

Background Information
Demo (1992) studied recent changes (from the 1950's to present) in parent-child relations. He found that although parents and children spend very little time together, mutual satisfaction with the relationship is high due to consistent but detached parental support. Parents are emphasizing autonomy and de-emphasizing conformity for the children. And they have new norms for their own development and self-fulfillment. Parents spend less time rearing young children, but more time caring for elderly parents.

Materials and Equipment Needs
1. Chalkboard
2. Overhead projector
3. Clear acetate for transparencies, pens

Advance Preparations
1. From the master make transparencies:
- "Parental Transitions"
- "Adolescent Changes"

Lesson Development
Introductory Activity
"1965-1995"
(10 minutes)
1. Write on the chalkboard the numbers 1965-1995 (or the current year minus 30 years).
2. Write on the board the words "community", "state", "nation", and "world." Ask the students to brainstorm a brief list of the major events that have occurred in their community, state, nation, and world during the past 30 years. Underneath the captions write the students' responses.
3. Listed below are some events:
- Saylorville Dam project
- Red Rock Reservoir
- Travel to the moon
- Moon walk
- Vietnam
- Watergate
- Richard Nixon resigning presidency
- Spiro Agnew resigning vice-presidency
- Flood of '93
- Legalized gambling
- Assassinations of Robert Kennedy and Martin Luther King Jr.
- Fall of the Berlin Wall
- Woodstock

- Kent State
- Desert Storm
- Iran hostages
- Rescue of O'Grady
- Teacher in space
- Chernobyl
- Breakup of the Soviet Union

Activity 1
"Changes in Family Structures"
(10 minutes)
1. Place transparency with the definition of family from Lesson 1, Activity 2 on the overhead. Review with the students their definition of "family."
2. Write "change," "stay the same" on the same or another blank transparency. Ask:
- How have the major events of the past 30 years affected families? How have families changed and stayed the same in the last 30 years?

Write their responses under the appropriate captions. Expect responses similar to the following:
- Both parents work outside the home
- There is more use of day care
- More availability to after school programs, camps
- More time spent with friends
- More time spent with TV/video games/computer
- Single parent families

3. Ask the students:
- What are the characteristics themes that are continuously seen in families, generation after generation?

Activity 2
"Parental Transitions & Adolescent Development"
(25 minutes)
1. Using the transparency entitled "Parental Transitions", ask the students the following questions and write their responses on the transparency:
- Approximately how old are parents when their children become adolescents?
- What are some of the changes occurring in the lives of people when they are that age? (job changes, parent's requiring additional help, menopause, late-life pregnancy, elderly parents)
- What thoughts may people at that age have regarding these changes? (awareness that a portion of their life is past, reviewing and reassessing their goals, wondering when it will be "their turn")
- How would thesechanges affect their parenting?

2. Place the "Adolescent Changes" transparency on the projector. Read and discuss with the students. Seek their input. Ask the following questions:
- How do they see themselves?
- What similar changes are parents and adolescents going through?
  - Identification of self
  - Desire for independence
  - Sexuality issues
- How could these cause conflicts between parents and adolescents?

Closing
(5 minutes)
1. Ask the students to write one sentence summarizing today's lesson.

Parental Transitions

Approximately how old are parents when their children become adolescents?

What are some of the changes occurring in the lives of people when they are that age?

What thoughts may people at that age have regarding these changes?

How would these changes affect their parenting?

Adolescent Changes

- Desire for independence
- Search for identity
- Sexuality of an adult
- Higher level of aggression

Unit 6
Families: Structures and Stressors

Lesson 3: "Conflict and Resolution"

Focus Questions
- What are the sources of conflicts that may occur between parents and adolescents?
- How can conflicts between adolescents and parents be resolved?

Lesson Synopsis
Depending on the size of the class, this lesson may require more than one class hour.

Students identify three styles often associated with raising children: authoritarian, permissive, and authoritative (sometimes referred to as democratic by some people). Then they explore how interactions between parents and adolescents may create conflict. Finally, they identify conflicts and learn ways to resolve them.

Basic Concepts
Authoritarian, permissive, and authoritative or democratic are three styles of parenting.

Sources of conflict for an adolescent and parent may include the adolescent's ongoing development, the life transitions the parent is experiencing, and the style of parenting practiced.

Objectives
In this lesson the students will
1. define the three parenting styles: authoritarian, permissive, and authoritative or democratic;
2. describe how each style may affect an adolescent living in the family;
3. ★ describe sources of conflict in parent-adolescent relationships; and
4. ★ demonstrate ways to resolve conflicts in families.

Materials and Equipment Needs
1. Overhead projector
2. Clear acetate for transparencies, pens

Advance Preparations
1. From the master make a transparency:
- "Three Styles For Raising Children"

Lesson Development
Introductory Activity
(5 minutes)
1. Review Activity 2 from previous lesson to remind students that as adolescents develop, parents also may be going through transitions. These occur simultaneously and may be a source of conflict.
2. Write on the chalkboard and read the words in quotes aloud with inflection: Authoritarian: "You Will"; Permissive: "Well, Whatever You'd Like"; Authoritative/Democratic: "Lets Talk About It". Tell the students that today they will learn about three styles of parenting. Then they will explore how interactions of parents and adolescents sometimes create conflict. Finally, they will identify conflicts and learn ways to resolve the conflicts.

Activity 1
"Parenting Styles"
(15 minutes)
1. Place the transparency "Three Parenting Styles" on the overhead projector.
2. Read and discuss with the students.
3. Read to the students the following example and ask them to identify which style it demonstrates:

> Kathleen is 14 years old. She has been raised in a strict family and has always believed her parents and their beliefs to be right. Lately she is beginning to question them and has been grounded several times. She and her father are also beginning to have real verbal battles. She feels he won't

listen to anything she has to say… What style is Kathleen's father using? (Authoritarian Parent)

4. Ask the students for an example of the permissive style, then using the same example ask them to describe how this would change if the parent were using the authoritative or democratic style. Identify with the students the differences between the three styles. Use the following questions for discussion:

- How does each style affect the adolescent in the family?
- Which style would you prefer to use if you were the parent of an adolescent? Why?
- Which style would you prefer your parent to use? Why?

Activity 2

"The Conflict Web"
(20 minutes)

1. Begin by stating that in reality parents and adolescents do have conflicts. Ask the students:

- What are some possible sources of conflict in adolescent-parent relationships? (parent transitions, adolescent changes, parenting styles)

2. Tell the students that they will make a "conflict web" in each of their groups.

3. Directions for a "conflict web": Begin by thinking of an adolescent-parent conflict such as returning home late, wanting to borrow the car. Write the conflict in the center of a transparency and draw a circle around it. Draw a spoke from it with a circle on the end of the spoke. In that circle have the students write adolescents' points of view about the conflict. Add as many spokes and points of view as needed. You may want to contrast the adolescents' points of view with parents' points of view.

4. Break into small groups. Distribute one transparency and pen to each group. Ask each group to create a conflict web and draw it on the transparency. (Allow 5 minutes).

5. Next, prepare the groups to role play their conflicts. Give them 3 minutes to decide on the roles and who will act them out.

6. Ask each group to act out its conflict. After each group is finished, have the group place the conflict web on the projector. Discuss the role play and conflict web, seeking a match. Analyze the conflict web, seeking a resolution to the conflict. Write on the transparency with another color of pen to clarify the resolution. Have the group role play again arriving at the resolution to the conflict. Follow this procedure with each group.

Closing
(10 minutes)

1. Discuss Activity 2 with the students. Ask the following questions:

- In what ways did we find resolutions to these conflicts?
- How were the stages of adolescent and parent development involved?
- How were the different styles of parenting involved?
- What could be changed in the conflicts?
- What had to stay the same?
- Who was willing to be flexible?
- Who seemed to be inflexible? Why?
- How would you use the conflict web to identify and resolve conflicts in your life?

2. Ask the students to write a statement that would summarize today's lesson. Review the basic concepts for the lesson.

Homework

Write in your journal in response to today's lesson. Complete the following statements:

- Because of today's role playing I…
- The conflict web will be useful to me when…
- I enjoyed … in today's lesson.
- I would like to have changed …

Additional Activity

"School Survey"

Create a school survey that seeks information on life and family changes experienced by members of the student body, and how the individual students

would rate the stress level of those changes (regardless of it being positive stress or negative stress). Decide the format most feasible for your school, the method of distribution, and method for evaluation. The survey should list at least five life or family changes. The changes the class includes indicate their preliminary perceptions of the student body's high stress experiences. The changes must be accompanied by a numerical rating. For example: 0= never experienced, 5=frequently experienced. Calculate a total stress score such as 1-24 indicates low stress, 76-100 indicates high stress attributed to the change. The class may decide to stand at doors at the end of the day and distribute the surveys. They may decide that method results in a low return rate of the survey. Another option may be to ask all the homeroom teachers to distribute, complete, and collect the survey. Submit and retrieve the completed surveys, collate, and draw conclusions. Publish with a concluding summary the results in the school newsletter.

Three Parenting Styles

Authoritarian Parent
- Obedience is a virtue
- Uses punishment when child acts or believes in conflict with parent
- Child is a subordinate to parent
- Little verbal give and take
- Parent's word is "law"
- May be very concerned and/or protective, or very neglecting

Permissive Parent
- Very affirmative, acceptant of child's actions
- Parent sees self as a resource to the child
- Not responsible for shaping and altering the child's behavior
- Purpose is to free the child from restraint
- May be protective and loving or self-involved and evading responsibility for child's development

Authoritative or Democratic Parent
- Directs child's activities in an issue-oriented manner
- Encourages verbal give and take
- Shares reasoning behind family policy
- Values independent self-will and disciplined conformity
- Exerts firm control when child disobeys, but leaves child free with consistent limits
- Reinforces the adult perspective while recognizing the child's individuality
- Sets standards for child's future conduct
- Nurtures in the child a social competence that is perceived as successful in the United States.

Source: Baumrind, D. (1978). Parental disciplinary patterns. *Youth and Society*, 9, 223-276.

Your Journal

Assignment for Conflict and Resolution (Lesson 3):
Directions: Complete the following statements in your journal:

- Because of today's role playing I...
- The conflict web will be useful to me when...
- I enjoyed ... in today's lesson.
- I would like to have changed ...

Unit 6
Families: Structures and Stressors

Lesson 4: "Parents Are People, Too"

Focus Questions
- What are the changes couples experience as a result of parenthood?
- How do parents balance work and family with special attention given to parenting?
- How do parents find satisfaction and maintain their morale and good physical health while parenting?

Lesson Synopsis
The students make a "Parent Hat" to review the main points covered in the curriculum to date. Through small group work the students explore changes couples experience as a result of parenthood. A string activity demonstrates the balancing act required of parents. A discussion of ways to maintain parental satisfaction and morale concludes the lesson.

Basic Concepts
As a result of parenthood, couples experience changes in their emotions, personal freedom, their relationships to each other as a couple, the physical demands placed on them, and the costs and restrictions that accompany parenthood.

Parenthood is a complicated balancing act involving children, education, work, home, self, family.

Objectives
In this lesson the students will
1. describe the changes couples experience as a result of parenthood;
2. ★ describe ways parents can balance children, work, education, home, self, family, and community responsibilities; and
3. list ways parents can find satisfaction and maintain morale.

Background Information
The parent hat can be as simple as a cone of paper that has been formed by wrapping a sheet of construction paper around the hand while holding one edge. Staple or tape to fasten closed. Trim off the pointed ends from the "band". Write with pens or crayons or decorate by gluing or stapling on simple items.

Samples of balancing acts to be used in Activity 2:
1. Your four year old child has become ill at day care, so you get permission from your boss to leave work early to pick her up. Your car is so low on gas that you must stop at the gas station on the way. The visit to the doctor leaves you with a prescription that you must fill. Your six and nine year olds are coming home from school to an empty house. Everyone will need dinner, but you realize that there is nothing in the refrigerator or cupboard. You decide to stop for groceries and have the prescription filled at the same time, hoping that the older children are safe alone at home. While in the checkout line, you suddenly remember an evening meeting that you promised to attend. And tonight, your spouse is out of town. How do you handle this parental balancing act?
2. To quote Erik Erikson, your teenager is in "role confusion". You and your spouse wish one of you could be at home everyday after school to supervise the house and your teen. But this doesn't work because of your jobs. You suspect your teen is bringing friends home and you are concerned about their activities. As your teen becomes more difficult to live with, you realize that this is causing great stress on your spouse who seems to require additional support from you. You have been offered a promotion at work involving more responsibility and increased income and time required away

from home. How do you handle this set of circumstances?

Advance Preparations

1. Poster paper, felt pens for each group
2. Construction paper, felt pens, glue sticks, tape, stapler
3. Sheets of blank paper attached to yarn or string
4. Make a sample "Parent Hat"
5. Buy string or yarn for the balancing activity

Lesson Development

Introductory Activity

"The Parent Hat"
(10 minutes)

1. As each student arrives and at the beginning of class, have the students come up and look at the sample of a parent hat.
2. Explain that they are to quickly make a hat of their own. Tell them that this unit is almost over, and they are to write on the hat the main points they have learned. Make hats.
3. Ask everyone to put their hat on or display it where they are seated.

Activity 1

"Changes Couple Experience"
(15 minutes)

1. Ask students to break into their small groups. Distribute a sheet of poster paper and felt pens to each group. Ask the students to brainstorm about their responses to the question written on the chalkboard:
   - What are the changes couples experience as a result of parenthood? (Consider changes in freedom, time demands, emotional costs, $)
2. Write their responses on the poster paper and tape to the wall when finished. Discuss their conclusions. Use information found in the background section to support the discussion.

Activity 2

"The Balancing Act"
(15 minutes)

1. Write "Parenthood is always a balancing act" on the chalkboard. Ask the students to create a list of examples of balancing that parents do. Include activities such as enjoying friends, work, child, housekeeping and home repairs, continuing education, being a spouse/partner, caring for elderly parents, illness, other children, self, communicty responsibilities). Write this list on the chalkboard.
2. Tell the students that they will participate in a string activity. Ask two students to write one example from the board on each sheet of paper attached to yard or string. This becomes a wearable sign. Ask for volunteers to wear the signs. Ask for another volunteer to play the parent role. Volunteers put the signs on. Distribute the string or yarn. One end is held by the parent, the other is held by the sign wearers. The parent becomes the center of an open wheel.
3. Ask the non-sign wearers to stand around the outside of the circle created by the parent and sign wearers. Ask them for examples of specific balancing acts that the parent must manage. See background section for examples. As the parent is pulled by the yarn or string held by the points on the circle, ask the students for ways the parent could balance his or her life. Then go to the next balancing act. Three or four should be sufficient for the students to experience this concept. Collect the yarn, and signs.

Activity 3

"Parental Satisfaction and Morale"
(7 minutes)

Ask: "Where can parents find satisfaction and maintain their morale in this balancing act of parenting?" (jobs, hobbies, home, garden, children, church, community activities, friends, travel) Write responses on the chalkboard.

Closing (3 minutes)

Ask: What were the big ideas covered today? Review basic concepts.

Alternate Activity

Invite parents to speak in class on this topic.

Unit 6 References
Families: Structures and Stressors

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Unit 7
Challenges of Teen Parenting

Unit Overview

Students read aloud statistical information which provides data where many teens are not able to meet their life goals because they have become parents. Students write their reactions to the statistics in their journals. The needs of teen parents and their families are explored. Sources of support in the community are identified. Students prepare questions to ask of guest speakers coming the following day.

Teen parent guest speakers have been invited and provided with an outline of topics to be discussed. The guest speakers arrive and the teacher acts as facilitator using the questions prepared by the students the previous day.

On the following day, students review and revise the needs of teen parents and their families first identified in Lesson 1. Sources of support are also reviewed and edited. Thank you notes are written and mailed to the visitors.

Unit Outcomes

At the end of the unit the students will

1. ★ explain how the needs of teen parents differ from those of non-parenting teens;
2. describe the effect of teen parenthood on the family;
3. explain the needs and goals of teens which should be satisfied prior to becoming a parent; and
4. ★ describe the challenges of being a teen parent.

Unit 7
Challenges of Teen Parenting

Lesson 1: "Beating The Odds"

Focus Questions
- What statistical information is available about teen parents?
- What are the needs of teen parents and their families?
- Where do teen parents and their families find support in the community?

Lesson Synopsis
The students read aloud statistical information which provides data that show teens who are not able to meet their life goals when they become parents. Reactions are written in journals. Students explore needs of teen parents and their families and identify support available in their community. To prepare for the guest speakers in Lesson 2, students prepare written questions.

Basic Concepts
Teen parents face statistical odds against completing high school, staying married, and living above the poverty line.

Teen parents require the support of parents, partner, church, school personnel, and community members to raise their children and meet their personal goals.

Teen parents need nutritional, financial, educational, emotional, physical, social, and medical care to raise their children and meet their personal goals.

Objectives
In this lesson the students will
1. describe examples of statistical information related to being a teen parent;
2. ★ list the needs of a teen parent; and
3. ★ list the support system required by a teen parent.

Background Information
The outlines for the final projects are due today.

Statistics show that the teen mother who lives at home for five years following the birth of the baby will continue her education and have a greater opportunity for success later in life. When the teen mother gets married or otherwise moves out of her parent's home, her opportunities for success diminish greatly. She lacks many supports that she requires to fulfill her and her baby's needs.

Support systems available to teen parents and their families include religious groups, day care providers, neighbors, extended family members, parenting classes offered by school districts or hospitals or churches, federal and state services, WIC, Title 19 medical insurance, welfare.

Material and Equipment Needs
1. chalkboard
2. transparency pens

Advance Preparations
1. 3 x 5 cards for the class **OR** slips of paper
2. basket, box, or bowl to hold statistical information
3. copy and cut apart statistical information of sufficient number for the class
4. make transparencies of handouts:
   - "Needs"
   - "Support Systems"
5. Confirm availability of teen parent speakers for Lesson 2.

Lesson Development
Introductory Activity
"The Idea of Teen Pregnancy"
(5 minutes)
1. As students arrive, ask each one to take a slip of paper (statistical information for Activity 1) from the basket (bowl, box).
2. Collect the outlines for the oral presentations that are due today.
3. When class begins, write "Teen Pregnancy" on the chalkboard. Ask each student to write on the chalkboard a one word reaction to the two words, making a graffiti-wall.
4. Briefly discuss the reactions with the class.

Alternate Activity to "Teen Pregnancy"
1. Create a bulletin board by asking each student to write his or her one word reaction on paper and posting them on the bulletin board.
2. Briefly discuss the reactions with the class.

Activity 1
"Teen Parent Statistics"
(15 minutes)
1. Inform the students that for the next three days the topic will be "Becoming a teen parent".
2. Ask volunteers to read from their slips of paper. Discuss the statistics with the class. Ask students to take out their journals and write their personal reactions to the statistics.

Activity 2
"Needs and Support Systems"
(20 minutes)
1. Distribute handouts "Needs" and "Support Systems"
2. Begin with the statement "We know the biological process of conception and we've learned about the needs of a developing child. Once the pregnancy occurs, what are the needs of a teen parent?" Use the handout "Needs" as the basis of discussion. Have the students write each need next to the applicable family member on the worksheet.
- Where do the needs of family members overlap?
- Who helps the family when every member of the family is in need?

3. Ask "What support structure does a teen parent need?
4. Use the handout "Support Systems" when discussing the question below:
- Where do teen parents and their families find support in the community? (Statistically, teen parents do best with the support of their extended families. The entire family requires support.)

Write the support systems needed between the pillars on the handout.

Activity 3
"Questions for the Speakers"
(10 minutes)
1. Explain tomorrow's activities and the focus of the day. Tell the class the speakers are prepared to talk about these general topics:
- the pregnancy (in general)
- the challenges of raising a child
- unexpected events in being a parent
- parenting and personal needs (emotional, physical, financial, educational)
- people who help meet those needs? (family, friends, partner/spouse)
- kind of support needed (daycare, education, medical care, insurance, etc.)
- sources found of support in the community ?
- future plans
- words of advice

2. Distribute 3 x 5 cards or slips of paper to the students. Have each student write on the card or paper an anonymous question based on the general topics to be asked of tomorrow's speakers. Collect the cards.

Fact Sheet

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Sexual and Contraceptive Behavior Among U.S. Teens

Sexual Behavior Among Teens

- In 1988, 50 percent of unmarried 15-19-year-old women and 60 percent of unmarried 15-19-year-old men reported that they had had vaginal intercourse.(1,2)
- Initiation of coital activity increases with each successive year of age. In 1988, 27 percent of unmarried 15-year-old women and 33 percent of unmarried 15-year-old men had had vaginal intercourse; 75 percent of women aged 19 and 86 percent of men aged 19 had had vaginal intercourse at least once.(1,2)
- Teens are initiating coitus at younger ages. From 1982 to 1988, the percentage of unmarried 15-year-old women who had had vaginal intercourse rose from 19 percent to 27 percent. From 1979 to 1988, the percentage of unmarried men aged 17 living in metropolitan areas who had had vaginal intercourse rose from 56 percent to 72 percent.(1,2,3)
- Initiation of coital activity also varies considerably by racial and ethnic group. In 1988, among those never-married, 81 percent of black men, 60 percent of Hispanic men, and 57 percent of white men aged 15-19 had had vaginal intercourse. The proportions among all women aged 15-19 were 61 percent, 49 percent, and 52 percent, respectively.(1,2)
- Most of the increase in teen women having coitus in the 1980s was among white teens and those in higher-income families, narrowing the previous racial, ethnic, and income differences.(1)
- In 1988, six in 10 women aged 15-19 who had coitus reported having had two or more sexual partners.(1)
- After more than a decade of rapid increases in the proportion of teens having vaginal intercourse, only a small and non-significant increase occurred among young men from 1988 to 1990. No change was seen among young women.(4)
- Only 25 percent of young men report having planned their first vaginal intercourse.(5)

Contraceptive Use

- Substantially more teenage women today use a contraceptive method the first time they have vaginal intercourse than did so in 1982 (65 percent versus 48 percent). Yet one-third use no protection the first time they have sex.(1)

- In 1988, 79 percent of sexually active teenage women were currently using a contraceptive method -- up from 71 percent in 1982.(1)

- Teenage women are more likely to use contraception now than in the early 1980s, but sexually active teenagers are more likely than any other age group to be nonusers of contraception -- one in five currently use no method of contraception.(1)

- In 1988, 57 percent of sexually active unmarried young men aged 15-19 reported that they used a condom the last time they had intercourse. Among those aged 17-19 living in urban areas, condom use more than doubled between 1979 and 1988 -- from 21 to 58 percent.(2)

- Considerable differences exist by race and ethnic group in condom use among unmarried men aged 15-19: In 1988, 66 percent of black men, 54 percent of white men, and 53 percent of Hispanic men used a condom the last time they had intercourse prior to being surveyed.(2)

- Adolescents are more likely to rely on condoms than are older individuals. Twenty-six percent of women aged 15-19 who are at risk for unintended pregnancy rely on the condom while only 13 percent of all American couples use the condom as their most common method of contraception.(6)

- Possible factors found to increase the likelihood of teen condom use include: feeling personally at risk for infection with HIV; believing condoms are effective in preventing HIV infection; having the skills to negotiate condom use with a partner; having talked to a physician about condoms; and perceiving peer approval of condom use.(7)

- In one study, 39 percent of boys incorrectly believed that parental permission was always required for teenagers to visit a family planning clinic, and 52 percent incorrectly believed that parental permission was required to purchase non-prescription birth control in a drugstore.(8)

- Many teen men do not feel comfortable attending family planning clinics that have traditionally focused on providing services for women. In 1982, the last year for which data are available, young men comprised less than half of 1 percent of clinic users.(9)

Gay and Lesbian Youth

- The mean age of awareness of same-sex attraction occurred at age 14 for gay men. It occurred between ages 16-19 for lesbians.(10)

- One in four gay or bisexual teen men are forced out of the parental home prematurely due to issues surrounding sexual orientation. Up to half of those forced from parental homes resort to prostitution in order to support themselves, thereby dramatically increasing their risk of HIV infection.(11)

- The mean annual number of sexual partners for gay or bisexual men between 15 and 19 was seven, with one-third of these being anonymous partners. One-half of respondents had heterosexual experiences during the previous year, averaging 5.6 different women partners each.(12)

- Most gay, lesbian, and bisexual teens hide their sexual orientation from their family and friends. This strategy of deception distorts almost all of the relationships they develop and creates a sense of extreme isolation.(13)

- Sixty percent of young adult cases of AIDS are among men who have had sex with men. Because HIV has an average incubation period of 10.5 years before the onset of AIDS, this statistic indicates that these young people were infected as teenagers.(14)

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Pregnancy and Childbearing Among U.S. Teens

Teenage Pregnancy

- Each year more than one million U.S. teenagers become pregnant -- one in nine women aged 15-19 and one in five who are sexually active.(1)
- In 1988, the teenage pregnancy rate was 113 per 1,000 women aged 15-19. The rate was 74 per 1,000 among those aged 15-17.(1)
- Nonwhite teenagers have twice the pregnancy rate of white teenagers -- in 1988, the rates were 197 and 93, respectively.(1)
- 50 percent of teenage pregnancies conceived in 1987 resulted in a birth, 36 percent in an abortion, and an estimated 14 percent in miscarriage.(2)
- By age 18, one in four young women (24 percent) will have a pregnancy (21 percent of white teens and 40 percent of nonwhites). By age 20, more than four in 10 (44 percent) will have a pregnancy (41 percent of whites and 63 percent of nonwhites).(3)
- Nearly one in five teenagers who experience a premarital pregnancy will get pregnant again within a year. Within two years, more than 31 percent will have a repeat pregnancy.(3)
- Eight in 10 teenage pregnancies are unintended -- nine in 10 pregnancies among unmarried teenagers and about half of those among married young women.(2)
- U.S. teenagers have one of the highest pregnancy rates in the western world -- twice as high as rates found in England, France, and Canada, three times as high as that in Sweden; and seven times as high as the Dutch rate.(4)
- A 1985 international teenage pregnancy study concluded that teen pregnancy rates are lower in countries where there is greater availability of contraceptive services and sexuality education.(4)

Teenage Childbearing

- About half of all teenage pregnancies end in births. In 1989, teenage births totaled 517,989.(5)
- In 1988, two-thirds of births to women under age 20 were to unmarried women -- 54 percent of the births to whites and 91 percent of the births to blacks were nonmarital.(5)
- In 1988, there were 10,588 babies born to teenagers aged 14 and younger -- 94 percent of these births were nonmarital.(5)
- 73 percent of births to teenagers result from pregnancies that are unintended.(2)

- The teen birth rate in 1988 was 53.6 births per 1,000 women aged 15-19; the rate among those aged 10-14 was 1.4.(5)

- The birth rate for teens aged 15-17 increased 10 percent between 1986 and 1988; the 1988 rate was higher than in any year since 1977. The increase occurred entirely among nonwhites and Hispanics. The birthrate in 1988 among white teenagers aged 15-19 was 43.7 and 95.3 among nonwhite teenagers.(5)

- Of women having their first birth in 1988, 23 percent were teenagers -- among whites, two in 10 first births were to teenagers; among blacks, four in 10 were to teenagers.(5)

- 23 percent of all babies born to teenagers in 1988 were not first births.(5)

- More than nine in 10 teenagers who give birth keep their babies; few place their babies for adoption.(6)

- On average, 33 percent of women under age 20 who give birth receive inadequate prenatal care, either because they start care late in their pregnancy or they have too few medical visits.(7)

Consequences of Early Childbearing

- Teenage mothers are at greater risk of socioeconomic disadvantage throughout their lives than those who delay childbearing until their twenties. They are generally less educated, have larger families, and have higher levels of nonmarital, unintended births.(3)

- The younger the mother, the greater the likelihood that she and her baby will experience health complications, primarily due to later prenatal care, poor nutrition, and other lifestyle factors.(3)

- More teenage mothers are now graduating from high school than ever before, yet only half of the women who have their first child at age 17 or younger will have graduated from high school by age 30.(8)

- Teens who become mothers are disproportionately poor and dependent on public assistance for their economic support.(3)

- Public funds pay for the delivery costs of at least half of the births to teenagers.(9)

- Each year, the U.S. government spends an estimated $25 billion on behalf of families in which the first birth occurred when the mother was a teenager. That estimate for 1990, which includes direct payments from Aid to Families with Dependent Children, Medicaid, and Food Stamps, does not include other public costs such as job training; housing subsidies; the Women, Infants, and Children supplemental food program; subsidized school meals; special education; foster care; or day care.(10)

- If every birth to a teen mother in 1990 had been delayed until the woman were in her 20s, the federal government would have saved 40 percent of the calculated expenditures, or $10 billion.(10)

- A family begun by a first birth to a teen mother in 1990 will cost the taxpayer an average of approximately $18,133 by the time the child reaches age 20.(10)

- The children of teenage mothers are at greater risk of lower intellectual and academic achievement, social behavior problems, and problems of self-control than are children of older mothers, primarily due to the effects of single parenthood, lower maternal education, and larger family size.(3)

- Although it is not inevitable, the daughters of teenage mothers are more likely to become teenage parents themselves.(11)

Adoption

- In 46 states and the District of Columbia, mothers who are minors may legally place their child for adoption without parental involvement.(12)
- From 2 to 3 percent of teen pregnancies become live births for which the mother makes an adoption plan.(13)
- Less than 10 percent of the babies born to unmarried teens are placed in adoptive homes.(13)
- Unmarried adolescent mothers who place their children for adoption are more likely to be white, have higher socioeconomic status and educational aspirations, and be from suburban residences.(14)

Teenage Abortion

- Four in 10 teenage pregnancies (excluding miscarriages) end in abortion.(15)
- While the rate of abortion (number of abortions per 1,000 women) among nonwhite teenagers (73) is considerably higher than the rate among white teenagers (36), the likelihood that nonwhite teenagers will end a pregnancy in abortion (abortion ratio) is about the same as for whites.(1)
- 26 percent of all abortions in the U.S. each year are to women under age 20 -- in 1988 the total number of abortions in this age group was 406,370.(1)
- Every year, about 4 percent of women aged 15-19 have an abortion.(16)
- The top three reasons cited by pregnant teenagers for choosing to have an abortion were concern about how having a baby would change their lives, their feeling that they are not mature enough to have a child, and financial problems.(16)
- Access to confidential abortion services is essential to teenagers' health. Most teens who become pregnant already involve a parent in their decision; and laws that mandate parental involvement only victimize teens in unstable or abusive family situations -- a disproportionate number of whom are poor or minority. Moreover, such laws, which are required to include judicial bypass provisions, have been shown to have no effect on the percentage of teens who involve their parents.(17)
- Laws that mandate the involvement of both parents place a special burden on African-American teens -- only 39 percent of whom live with both parents, versus 79 percent of white minors.(18)
- 23 states currently have mandatory parental consent or notice, or professional counseling laws in effect for a minor to obtain an abortion: AL, AR, GA, ID, IN, KS, LA, MA, MD, ME, MI, MN, MO, NB, ND, OH, RI, SC, TN, UT, WV, WI, WY.(12)

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FOR FURTHER INFORMATION, CONTACT:

Planned Parenthood Federation of America

In New York:
212/261-4665

In Washington, D.C.:
202/785-3351

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Needs

What do teen parents and their families need during the pregnancy and following the birth of the baby?

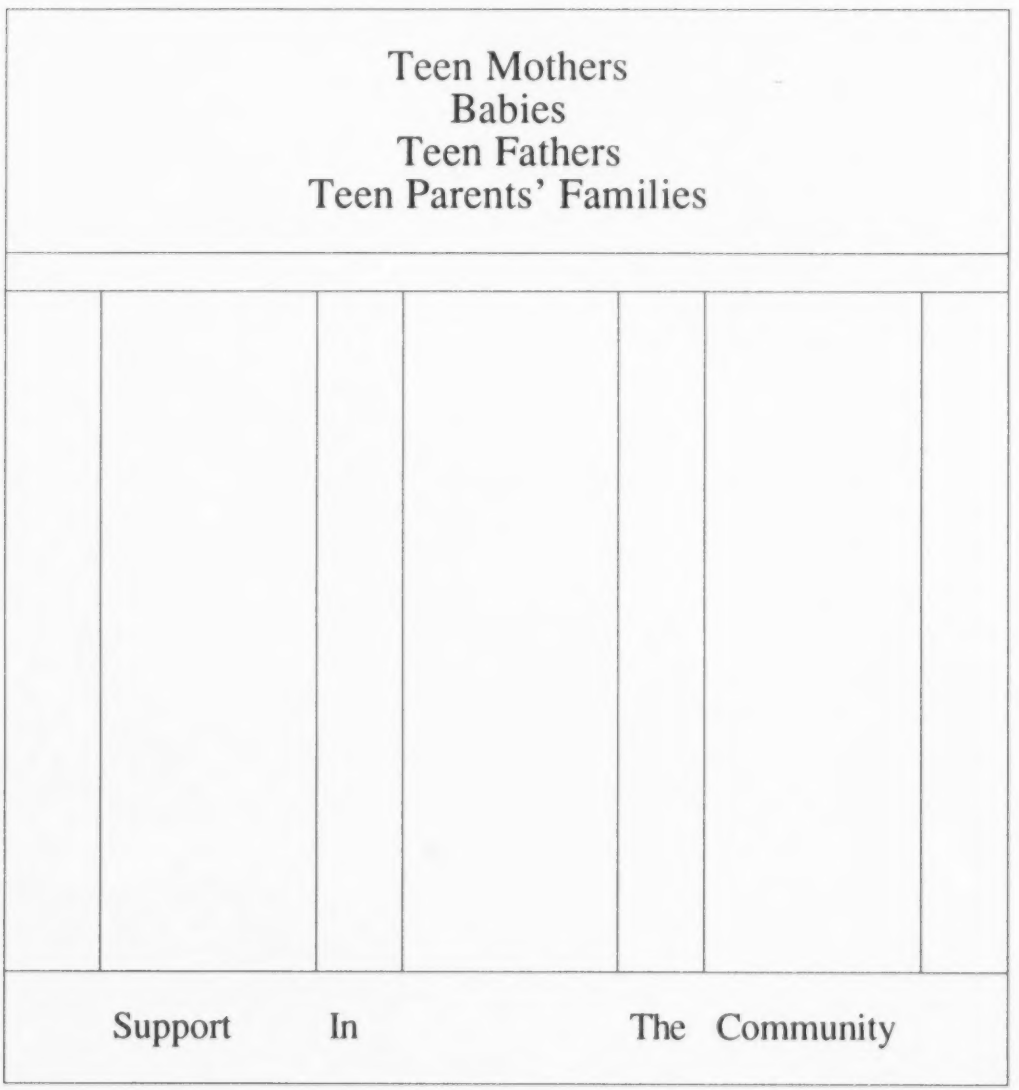
Write each person's needs beside the • under the appropriate heading.

Teen Father	His Family	Teen Mother	Her Family
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Support Systems

Where do teen parents and their families find support systems in their community?

Directions: Between the pillars write examples of support systems available to teen parents and their families in your community.



Unit 7
Challenges of Teen Parenting

Lesson 2: "Living The Reality"

Focus Questions
- What are the needs of teen parents and their families?
- Where do teen parents and their families find support in the community to succeed in parenting and life?

Lesson Synopsis
Several teen parents (both male and female) have been invited as guest speakers and provided with an outline of topics to be discussed. Questions for the speakers were prepared in Lesson 1. The teacher acts as facilitator using the student generated questions.

Basic Concepts
Teen parents need nutritional, financial, educational, emotional, physical, social and medical care to raise their children and meet their personal goals.

Teen parents require the support of school, parents, partner, church and community to raise their children and meet their personal goals.

Objectives
In this lesson the students will
1. list the needs of a teen parent; and
2. ★ list the support system required by a teen parent in order to succeed.

Advance Preparations
1. Invite at least three teen parents (male and female) to speak informally to the class.
2. Copy letter of confirmation onto school letterhead, personalize it and send it to the speakers to confirm and prepare them for their presentation.

Lesson Development
Introductory Activity
"Welcome the Speakers"
(5 minutes)
1. Welcome the speakers and seat everyone in a circle or informally around the room as furniture permits.

Activity 1
"Teen Parents Talk"
(35 minutes)
1. With the teacher acting as facilitator, begin with introductions of class members and speakers.
2. Ask speakers to state the names and ages of their children.
3. Ask the questions prepared by the class in Lesson 1 without disclosing the names of the writers.
4. When 10 minutes remain, bring the discussion to a close, thanking the speakers for coming.

Activity 2
"Closing"
(10 minutes)
Ask the students "What was the focus of the discussion today ?" "What did you learn today?"
Review basic concepts.

Homework
Write in your journal in response to the following question:
- What are your feelings about or reactions to what was discussed today?

Your Journal

Directions: Respond to the following questions below for each of the lessons:

Assignment for Living The Reality (Lesson 2):

- What are your feelings about or reactions to what was discussed today?

Assignment for Readiness to Parent (Lesson 3):

- How did the speakers change your perceptions of teen parents' needs and support system requirements?
- Discuss your feelings about the challenges of teen parenting.

Unit 7
Challenges of Teen Parenting

Lesson 3: "Readiness to Parent"

Focus Questions
- What are the needs of teen parents and their families?
- Where do teen parents and their families find support in the community?
- What development should be completed and needs met before a teen decides to become a parent?
- What are the challenges relatedto being a teen parent?

Lesson Synopsis
Following summary of the presentations made in Lesson 2, students review handouts completed in Lesson 1 and edit with new information. Students write thank you notes to the speakers. Students summarize the unit by exploring teen needs and goals to complete before becoming a parent. Students identify the challenges of being a parent.

Basic Concepts
Teen parents need nutritional, financial, educational, emotional, physical, social, and medical care to raise their children and meet their personal goals.

Teen parents require the support of school, parents, partner, church, and community to raise their children and meet their personal goals.

Completing one's own emotional and physical development and being able to meet financial needs prior to becoming a parent facilitates parenting.

Objectives
In this lesson the students will
1. list the emotional and physical development and financial needs of teens that should be met prior to becoming a parent; and
2. ★ list the challenges of being a teen parent.

Material and Equipment Needs
1. Overhead projector and transparency pens
2. School letterhead stationery or other appropriate thank you notes for the class

Advance Preparations
1. Handouts from Lesson 1:
- "Needs"
- "Support Systems
2. Transparencies from Lesson 1:
- "Needs"
- "Support Systems

Lesson Development
Activity 1
"Review and Revise"
(15 minutes)
1. Ask the students to take out the handouts (needs and support) from Lesson 1. Discuss the previous day's presentations and new information gained on teen parent's personal and parenting needs and support system needs. Ask the students to revise the information they had written on the handouts as the information is discussed. Use a different colored pen for the revisions. Review the revisions.

Activity 2 [redacted]
"Letters of Appreciation"
(20 minutes)
1. Ask the students to take out scratch paper and write a thank you note of appreciation, listing at least one new piece of information gained from the presentations. This may require revision.
2. Distribute to each of the students a sheet of school letterhead or other appropriate paper.
3. Have students copy their final draft onto school stationery. Collect and mail to the student speakers.

Activity 3
"The Challenges of Being A Teen Parent"
(10 minutes)
Write on the chalkboard the word "Challenges". Ask the students for one-word responses to the challenges of being a teen parent. List their responses on the board. Discuss.

Closing
(5 minutes)
Ask the students:

- What were the big concepts developed in this lesson?

Review lesson concepts.

Homework
Write in your journal in response to the following questions:

- How did the speakers change your perceptions of teen parents' needs and support system requirements?
- Discuss your feelings about the challenges of teen parenting.

Date

Address of speaker

Dear _____:

We are so pleased you are willing to speak to the _____(insert name of class). You will be speaking in an informal situation with _____, _____,_____ (list names of other speakers). You are scheduled to speak on _____(day of week), _____(date), at _____(period/hour). The students in the class have prepared questions to ask of you. In addition, I have listed some topics below that you may help you in making your preparations:

- the pregnancy (in general)
- the challenges of raising a child
- unexpected events in parenting
- describe your parenting and personal needs (emotional, physical, financial, educational)
- who helps you meet those needs? (family, friends, partner/spouse)
- describe the support you need (day care, education, medical care, insurance, etc.)
- where have you found support in the community ?
- future plans
- words of advice

Thank you for your willingness to speak! If you have any questions, call me at _____ or contact me in Room _____.

Sincerely,

Unit 7 References
Challenges of Teen Parenting

Planned Parenthood Federation of America, Pregnancy and childbearing among U.S. teens, *Fact sheet*, NY.

Planned Parenthood Federation of America, Sexual and contraceptive behavior among U.S. teens, *Fact sheet*, NY.

Unit 8
You In A Parental Role

Unit Overview

Students demonstrate their understanding of parenting by presenting final reports of their projects. These projects may take the form of plays, TV scripts, poems, short stories, or newspaper articles, and bring the curriculum into a total focus.

Students view clips from the movies "Mrs. Doubtfire" and "Steel Magnolias" to explore how each family member's stage of development interacts with their expression of feelings for each other.

Unit Outcomes

At the end of the unit the students will

1. demonstrate understanding of parenting, child development, communication skills, and positive parenting through presentions of their final project reports; and

2. ★ describe how individuals demonstrate feelings depending upon their developmental stages.

Unit 8
You In A Parental Role

Lesson 1: "Telling Others About Parenting"

Focus Questions
- How can you communicate to others what you have learned about parenting?
- How is "parenting" different from "parenthood"?

Lesson Synopsis
This lesson may require more than one day.

Students demonstrate their understanding of parenting by presenting final reports of their projects. These projects may take the form of plays, TV scripts, poems, short stories, or newspaper articles, and bring the curriculum into a total focus.

Basic Concepts
Parenting is interacting with children using positive parenting skills relative to their level of development in various situations: extended family, friends, work, school, church.

Virtually everyone in society is involved in parenting.

Parenthood is being the guardian or birth parent and being responsible for the welfare of the child.

Objective
During this lesson the students will
1. ★ demonstrate understanding of parenting, child development, communication skills, and positive parenting through presention of their final project reports.

Background Information
Students were first assigned this final project and report in Unit 4, Lesson 4.

Material and Equipment Needs
Supplies and equipment the students request to use for the presentation of their final reports.

Lesson Development

Activity 1

"Final Reports"
The students make their final reports in the order found on their sign-up sheet.

Closing
(15 minutes)
1. Write "parenting" and "parenthood" on separate sections of the chalkboard. Under each word write their responses.
- How does parenting differ from parenthood? (Review the basic concepts)
- Why is this such a "big" concept when exploring parenting? Suggessted responses include the following:

  • Parenting involves everyone.

  • People may choose not to be parents, or they may be infertile.

  • We are all members of a society where we are involved with children; we need to understand children and be supportive of children, whether or not we become birth or adoptive parents.

2. Ask the students the following:
- What sentence(s) or statement(s) could you make that summarizes everything we have learned these past eight weeks (insert correct number of weeks if curriculum has been modified)?

Unit 8
You In A Parental Role

Lesson 2: "Drawing Some Conclusions"

Focus Question
- What is parenting and parenthood all about?

Lesson Synopsis
Students view clips from the videos "Mrs. Doubtfire" and "Steel Magnolias" to explore how each family member's stage of development interacts with their expression of feelings for each other.

Basic Concepts
Family members have deep feelings for each other which they demonstrate in many ways.

The family members' stages of development have effects on the way they express their feelings for each other.

Objectives
During this lesson the students will
1. identify feelings of family members for each other; and
2. describe how individuals demonstrate feelings depending upon their developmental stages.

Background Information
It will be helpful to preview these two movies. They should be available from the local video rental store.

Material and Equipment Needs
1. TV/VCR

Advance Preparations:
1. 3 x 5 cards or pieces of paper
2. Rent the video "Mrs. Doubtfire" starring Robin Williams and Sally Field. Cue up video to 1142 count.
3. Rent the video "Steel Magnolias" starring Sally Field, Dolly Parton, Daryl Hannah, Olympia Dukakis and Julia Roberts. Cue up video to 1443 count.

Lesson Development
Introductory Activity
(1 minute)
Tell the students that this is the final lesson. To complete the summary of the material, they will be viewing two video clips.

Activity 1
"Parent-Children Feelings"
(15 minutes)
1. Place the video "Mrs. Doubtfire" in the VCR. It is already advanced to count number 1142.
2. Tell the students that they will be watching two portions of an academy award winning film that shows feelings of the father. It also shows how people demonstrate their feelings at different stages of development.
2. Play video to 1275, approximately two minutes. Stop video.
3. Tell students that there is a second scene that will be viewed.
4. Fast forward to 1414. Run video to 1683, approximately five minutes. Stop video and remove from VCR.
5. After viewing the clips, ask the following discussion questions:
- What happened in this scene?
- What were the feelings of the father? (anger, sadness, despair, pleading)
- What were the feelings of the mother?
- (concern, uncertainty)
- How did you know those were her feelings? (her eyes)
- What were the feelings of the children?
- How did they express their feelings at their different ages?

Activity 2
"Mother-Daughter Feelings"
(20 minutes)
1. The video "Steel Magnolias" is already cued to count 1443. This is

approximately seventeen minutes into the video. Place video in the VCR.
2. Tell the students that they will be watching a ten minute segment of the movie "Steel Magnolias." Ask students who are familiar with this video to tell the class about the story line. (This scene takes place in a neighborhood beauty shop in Louisiana on the wedding day of the daughter.)
3. Run the video to count 2088, approximately ten minutes. Stop video.
4. Following the viewing of the clip, ask the following questions:

- What happened to the daughter in this scene?
- What feelings were expressed?
- What was the interaction between the mother and daughter at the beginning of the scene?
- What relationship was demonstrated between the mother and daughter? (mother is protective, cares for the daughter like a child, arguing, love, need for protective normalcy)
- What has caused this relationship to grow this way? (daughter's severe diabetics, mother's care and love for her through illness)
- What are the similarities and differences in parenting relationships portrayed in the movies?
- What are other examples of behavior which demonstrate feelings at different stages of development? (toddlers, teens, mid-life, fragile aged)

Closing
(15 minutes)
1. Distribute 3 x 5 cards or pieces of paper. Ask the students to summarize what they learned, a new thought or idea, or something they would like to explore more, from being in this class during these weeks. Write this on the cards or paper. Give the students five minutes to write.
2. Ask for volunteers to share what they wrote.
3. Summarize.
4. Collect the cards or papers for an informal evaluation of the course.